










New South Wales Curriculum Outcomes

LEVEL 8

| LEARNING AREAS | | CURRICULUM | OBJECTIVES | OUTCOMES | SECURITY | | | | SAFETY | | | | WELLBEING | | | |
|---|--|---|---|---|----------|----|----|----|--------|----|----|----|-----------|----|----|----|
| | | | | | LESSON | | | | LESSON | | | | LESSON | | | |
| | | | | | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 |
|  Technology (Mandatory) | Technology Mandatory | Researching and planning | Explore how data is transmitted and secured in wired, wireless and mobile networks. | Explore how data is transmitted and secured in wired, wireless and mobile networks. (ACTDIK023) | | ★ | | ★ | | | | | | | | |
| | | Testing and evaluating | Identify social, ethical and cyber security considerations of digital solutions, for example: | Identify social, ethical and cyber security considerations of digital solutions, for example copyright and intellectual property, accessibility, privacy issues and digital footprints. | | | | | | ★ | | | | | | |
| | Learning across the curriculum in Technology | Capability | Critical and Creative Thinking | Critical thinking is at the core of most activities where students recognise or develop an argument, use evidence in support of an argument, draw reasoned conclusions, and use information to solve problems. Students are provided with opportunities to generate and apply new ideas in specific contexts, view existing situations in a new way, identify alternative explanations, and make links that generate a positive outcome. The skills and processes of Design and Production provide critical and creative thinking opportunities as students pose questions, make predictions, engage in first-hand investigations, design projects, solve problems and make evidence-based decisions. | | ★ | ★ | | | | | | | | | |
| | | | Ethical Understanding | Students develop capacity to behave ethically as they identify and investigate ethical concepts, values and principles and understand how reasoning can assist ethical judgement. The syllabus provides opportunities for students to form and make ethical judgements in relation to design solutions, codes of practice, use of digital technologies and online collaborative environments. They apply ethical guidelines as they design projects, particularly when considering the implications for others and the environment. Students are encouraged to demonstrate ethical digital citizenship, follow social and ethical protocols and understand the need to protect data and intellectual property. | | | | | ★ | ★ | | | | | | |
|  Information and Software Technology | Information and software technology | | Responsible and ethical attitude related to the use of information and software technology | Describes ethical practices used when dealing with data and information. | | | | | ★ | ★ | ★ | | | ★ | | |
| | | | Privacy issues and digital footprints | | ★ | ★ | ★ | ★ | | | | | | | | |
|  PDHPE | Health, Wellbeing and Relationships | What skills and strategies can be used to manage change, challenges and seek help? | Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) | Access and assess health information, resources and services that support young people to effectively manage changes and transitions, eg websites promoting young people's mental health. | ★ | | | | ★ | | | | | | ★ | |
| | | | | Identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation. | ★ | | ★ | | ★ | | | ★ | | | ★ | |
| | | | | Propose individual support networks and external support services. | ★ | | | | ★ | | | | | | ★ | |
| | | | | Practise communication techniques to persuade someone to seek help in different situations, eg mental health concerns, drug use, relationship or family and domestic violence. | | | | | | | | ★ | ★ | | ★ | |
| | | | | Identify barriers to seeking help and propose strategies to overcome these barriers. | ★ | | | | | | | ★ | ★ | | ★ | |
| | | What skills and strategies can be used to promote inclusivity, equality and respectful relationships? | | Recognise scenarios that involve change and challenge for young people and rehearse help-seeking strategies to overcome each situation, eg ending a relationship, when feeling overwhelmed, grieving or losing someone. | ★ | | | | ★ | | | | | | | |
| | | | | Describe rights and responsibilities required in different relationships. | | | | | ★ | | ★ | | | | ★ | |
| | | | | Discuss the characteristics of respectful relationships, eg empathy, being inclusive, accepting differences. | | | | | | | ★ | | | | ★ | |
| | | | Describe how rights and responsibilities contribute to respectful relationships | Explore the features of inclusive and equal relationships, eg rights, mutual respect, trust, honesty, support. | | | | | | | ★ | | | ★ | | |
| | | | | Discuss ethical behaviour in relationships and recommend actions to promote their own and others' health and safety, eg consent. | | | | | | | | | | ★ | ★ | |
| | Healthy, Safe and Active Lifestyles | What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? | Recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations. | Propose strategies individuals and others can use to make safe and informed decisions. | ★ | | ★ | | | | ★ | | | | | |
| | | | | Discuss safe and unsafe use of technology and develop strategies to promote their own and others' health, safety and wellbeing. | ★ | ★ | ★ | | ★ | | ★ | ★ | ★ | ★ | ★ | |
| | | | | Recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others. | | | | | | | | | | | ★ | |
| | | How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity? | | Examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: at a party, chatting or sharing information online, travelling alone in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour, feeling depressed. | ★ | ★ | ★ | ★ | | | ★ | ★ | | | ★ | |
| | | | Propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing | Examine privacy in online and offline environments and discuss its relationship to responsible and ethical use of social media and technology. (ACPPS073) | | | | ★ | | | | | | ★ | | |
| | Learning across the curriculum in PDHPE | Critical and Creative Thinking | | In PDHPE, students develop critical and creative thinking as they investigate the interrelationship between health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to think critically about the qualities and attributes that build resilience and enhance and maintain caring and respectful relationships. They develop and practise strategies to assess the credibility and accuracy of available health information and resources and use critical and creative thinking to take action to promote the health, safety and wellbeing of various groups in relation to a range of health issues. Students think critically and creatively to propose actions and strategies that build inclusivity, promote a sense of belonging and create connectedness within the communities in which they study, work and live. They are provided with the opportunity to reflect on and challenge norms and stereotypes. Through movement, students develop and refine movement concepts and strategies that enable them to think both critically and creatively to improve performance, solve movement challenges and persist in achieving set goals. | | | ★ | | ★ | | | ★ | | | | |
| | | | | Ethical understanding relates to students building a strong personal and social perspective and an awareness of the influence that their values and behaviour have on others. The study of PDHPE is ideal for providing students with the opportunity to compare and strengthen their own ethical understanding. At the core of PDHPE is the development and refinement of self-management and interpersonal skills, a key focus being on the awareness of rights, actions and attitudes and the importance of treating others with respect, integrity, compassion and appreciating diversity and equality. Through investigation of current health issues affecting children and young people, students develop an understanding of ethical judgements in relation to codes of practice and ethical principles within various health and physical education contexts. In PDHPE, students develop a perspective and stance on ethical behaviour with regards to respectful relationships, addressing discrimination and safe internet use. PDHPE supports students to understand the consequences of their actions and how to make ethical decisions at home, school, in the community, in relationships and when using digital technologies. Through practical learning experiences, students explore concepts of fair play, equitable participation, empathy and inclusion and develop the capacity to apply these concepts through movement. | | | | | | | | | | ★ | | |
| | | | Information and communication technology | PDHPE is well placed to develop ICT capabilities as students learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, home and in their communities. In PDHPE, students use ICT tools to access and evaluate online health and physical activity information, products and services, create content, interact and seek help to manage and promote their own health, safety, wellbeing and participation in physical activity. They explore ways to maximise their own and others' safety in a digital environment and examine the implications of ICT in establishing and maintaining respectful relationships. Through the study of PDHPE, students are provided with opportunities to use a range of ICT tools to measure, analyse and enhance physical activity and performance. | | | | | ★ | | ★ | | ★ | ★ | ★ | |
| | | | Personal and Social capability | In PDHPE, students are provided with opportunities to develop self-management and interpersonal skills to build and maintain personal and social capabilities. Through a variety of experiences, students are enabled to build a strong sense of personal identity, recognising their personal strengths and those of others. They have opportunities to develop a capacity to empathise with others. Students develop skills and competency to navigate through changes and challenges in life. They are provided with opportunities to learn to appreciate diversity and understand the importance of building caring and respectful relationships. In PDHPE, students are provided with opportunities to express and reflect on their opinions, beliefs and values. This enables them to become independent learners who can apply the knowledge and skills of health and physical activity concepts to choices they make both now and in the future. Through opportunities to work collaboratively, students develop their personal and social skills and an appreciation for the different insights and perspectives of their peers and community. Using movement concepts and feedback, students develop their personal capabilities to improve performance and solve movement challenges. | | | | | ★ | | ★ | ★ | | | | |
|  English | English | Expressing ideas and composing texts | Speaking | Create a range of spoken, signed or communicated texts that express ideas and show an understanding of audience. | | | | | | | | | ★ | | | ★ |
| | | Expressing ideas and composing texts | Text Features: Persuasive | Compose persuasive texts that present arguments from a range of viewpoints, including their own, and that reflect a broadening understanding of perspectives beyond immediate experience. | | ★ | | | | | | | | | | |
| | | Capabilities | Critical and creative thinking | Students develop critical and creative thinking by seeking new pathways or solutions when they evaluate knowledge, ideas and possibilities. English provides students with opportunities to think in ways that are critical and creative using information and ideas and arguments to respond to and compose texts, evaluate their own work and the work of others, and plan for future learning. These skills are integral to activities that require reason, logic, imagination and innovation. In learning to think broadly and deeply students use reason and imagination to direct their thinking for different purposes. | | | | | | | | | ★ | | | ★ |

| GENERAL CAPABILITIES | | | | SECURITY | | | | SAFETY | | | | WELLBEING | | | | | |
|--|---|---|---|---|----|----|----|--------|----|----|----|-----------|----|----|----|---|---|
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| | | | | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | | |
| ELEMENT | SUB-ELEMENT | CONTENT DESCRIPTION | | | | | | | | | | | | | | | |
|  Digital Literacy | Managing and operating | Managing Content | Store and backup content online for access and editing from multiple devices | | | | ★ | | | | | | | | | | |
| | Creating and Exchanging | Respect Intellectual Property | Respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols | | | | | ★ | | | | | | | | | |
| | Practicing Digital Safety and Wellbeing | Manage Online Safety | Identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools | | | | | | ★ | | | | | ★ | | | |
| | | | Stop engaging in negative online social interactions | | ★ | | ★ | | ★ | | ★ | | ★ | | | | |
| | | Manage Digital Wellbeing | Recognise that their digital footprint is valuable, used by online tools for targeting, and that data shared online is no longer under their control | | ★ | ★ | | | ★ | | | | | | | | |
| | | | | Consider who they trust with their data and review privacy policies before giving consent, and seek consent before sharing online | | ★ | | ★ | | | | | | | | | |
| | | | | Develop routines to support their balanced and constructive use of digital tools | | ★ | | ★ | | | | ★ | ★ | | | | |
| | | Identify indicators of unhealthy usage | | | | | | | ★ | | | | | ★ | | | |
| Creating and exchanging | Create, communicate and collaborate | Select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups | | | | | | | | | | | | | ★ | | |
|  Critical and Creative Thinking | Inquiring | Develop Questions | Develop questions to investigate complex issues and topics | | | | | | ★ | | | | | | | | |
| | | Identify, process and evaluate information | Identify and clarify significant information and opinion from a range of sources, including visual information and digital sources | | | | | | | | | | ★ | | | | |
| | | | Evaluate the accuracy, validity and relevance of the information and opinion to the topic of study | | | | | | ★ | | | | | | | | |
| | Generating | Create Possibilities | Create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations | | ★ | | | | | ★ | | | | | | ★ | |
| | | Consider Alternatives | Consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option | | | | | | | | | | | ★ | | | |
| | Analysing | Draw conclusions and provide reasons | Draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made | | | ★ | | | ★ | ★ | | | ★ | | | | |
| | | Think about thinking (metacognition) | Reflect on the thinking and processes used when completing activities or drawing conclusions | | | ★ | | | ★ | ★ | | ★ | ★ | ★ | | | |
| | Reflecting | Transfer knowledge | Transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made | | ★ | | | | | | | | | | | | |
|  Personal and Social | Self Awareness | Personal awareness | Evaluate strategies for developing personal qualities and describe how they assist achieving growth | | | | | | ★ | | | | | | | | |
| | | Emotional awareness | Evaluate how emotional responses influence behaviour and consider the consequences of these responses | | | | | | | | | | ★ | | | | |
| | | Reflective practice | Plan a personal response to a range of contexts using feedback from previous experiences | | | | | | | | | | | | ★ | ★ | |
| | Self Management | Goal Setting | Use and refine strategies that contribute to regulating behaviour and achieving learning goals | | | | | | | ★ | | | | | | | |
| | | Perseverance and adaptability | Select, apply and refine strategies to persevere when faced with unexpected or challenging contexts | | | | | | | | | | ★ | | | | |
| | | Relational awareness | Analyse indicators of healthy and challenging relationships, and how to manage the differences | | | | | | | | | | | | | | ★ |
| | | Community awareness | Analyse roles and responsibilities of citizens within communities | | | | | | | ★ | | | | | ★ | | |
| | | Social Awareness | Contribute to civil society | Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities | | | | | | | | | | | | ★ | |
| | Understand relationships | | Identify indicators of possible problems in relationships in a range of social and work-related situations | | | | | | | | | | ★ | | | ★ | |
| | Social Management | Decision Making | Devise and analyse individual and group decision-making processes | | | | ★ | | | ★ | ★ | | | | | | |
| | | Communicate effectively | Analyse enablers of, and barriers to, effective verbal, non-verbal and digital communication | | | | | | | | ★ | ★ | | | | ★ | ★ |
| |  Ethical Understanding | Understanding ethical concepts and perspectives | Explore ethical concepts | Analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts | | | | | | ★ | ★ | ★ | | ★ | ★ | ★ | |
| Examine values, rights and responsibilities, and ethical norms | | | Describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues | | | | | | | ★ | ★ | ★ | | ★ | ★ | | |
| Recognise influences on ethical behaviour and perspectives | | | Explain how different traits such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses | | | | | | | | ★ | | | | | | |
| Responding to ethical issues | | Explore ethical perspectives and frameworks | Explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making | | | | | | | ★ | ★ | ★ | | ★ | ★ | | |
| | | Explore ethical issues | Analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues | | | | | | | | ★ | | | | ★ | | |
| | | Making and reflecting on ethical decisions | Consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes | | | | | | | ★ | ★ | ★ | | ★ | ★ | ★ | |
| | | | | | | | | | | | | | | | | | |
|  Literacy | Speaking and listening | Crafting ideas | Creates detailed spoken texts on a broad range of learning area topics | | | | | | | | | | | | | ★ | |
| | | | Uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements) | | | | | | | | | | | | | ★ | |
| | Speaking and listening | Interacting | Appropriately presents an alternative point to the previous speaker | | | | | | | | | | | ★ | | | |
| | Writing | Crafting ideas | Includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place) | | ★ | | | | | | | | | | | | |