# Western Australian Curriculum Outcomes

**LEVEL 8**

| LEARNING AREA | STRAND | CONTENT DESCRIPTION | SECURITY | | | | SAFETY | | | | WELLBEING | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | **01** | **02** | **03** | **04** | **05** | **06** | **07** | **08** | **09** | **10** | **11** | **12** |
| **Health and Physical Education** | Personal, Social and Community Health: Staying safe | Credible health information that can support people in a variety of situations (WA8HEHPS1) | | | | | | | | | | ⭐ | | |
| | | Skills and strategies to promote physical and mental health, safety and wellbeing in various environments (WA8HEHPS3) | ⭐ | ⭐ | ⭐ | | ⭐ | ⭐ | ⭐ | | ⭐ | | ⭐ | |
| | | Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied (WA8HEHPS4) | | | | | | ⭐ | ⭐ | | ⭐ | ⭐ | | |
| | Personal, Social and Community Health: Interacting with others | Impacts of bullying and harassment on relationships, including online relationships (WA8HEHPI2) | | | | | | ⭐ | | | | ⭐ | | |
| | | Personal, social and cultural factors that influence emotional responses and behaviour (WA8HEHPI4) | | | | | ⭐ | ⭐ | | | ⭐ | ⭐ | | |
| | Personal, Social and Community Health: Healthy and active communities | Benefits to individuals and communities of valuing diversity and promoting inclusivity (WA8HEHPH1) | | | | | | | | ⭐ | ⭐ | ⭐ | | |
| | | Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them (WA8HEHPH2) | | | | | ⭐ | ⭐ | ⭐ | ⭐ | ⭐ | ⭐ | | |
| **Digital Technologies** | Knowledge and Understanding: Digital systems | Methods of data transmission and security in wired, wireless and mobile networks | ⭐ | | ⭐ | | | | | | | | | |

| GENERAL CAPABILITIES | ELEMENT | CONTENT DESCRIPTION | SECURITY | | | | SAFETY | | | | WELLBEING | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | **01** | **02** | **03** | **04** | **05** | **06** | **07** | **08** | **09** | **10** | **11** | **12** |
| **Personal and Social** | Develop reflective practice | Predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision making strategies and feedback from peers and teachers | ⭐ | ⭐ | | | | ⭐ | ⭐ | | ⭐ | ⭐ | | |
| | Become confident, resilient and happy | Assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence | | ⭐ | ⭐ | ⭐ | | | ⭐ | ⭐ | ⭐ | | | |
| | Recognise emotions | Examine influences on and consequences of their emotional responses in learning, social and work-related contexts | | | | | | | ⭐ | | | | | |
| | Communicate effectively | Analyse enablers of and barriers to effective verbal, nonverbal and digital communication | | | | | | ⭐ | | | | ⭐ | ⭐ | |
| **ICT Capability** | Apply digital information security practices | Independently apply strategies for determining the appropriate type of digital information suited to the location of storage and adequate security for online environments | | ⭐ | | ⭐ | | | | | | | | |
| | Apply personal security protocols | Identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities | ⭐ | ⭐ | ⭐ | | | | | | | ⭐ | ⭐ | |
| | Recognise intellectual property | Apply practices that comply with legal obligations regarding the ownership and use of digital products resources | | | | | ⭐ | | | | | | | |
| | Identify the impacts of ICT in society | Explain the benefits and risks of the use of ICT for particular people in work and home environments | ⭐ | | | ⭐ | | ⭐ | | | | | | ⭐ |
| | Select and evaluate data and information | Assess the suitability of data or information using appropriate own criteria | ⭐ | | | | | ⭐ | | | | | | |
| **Critical and Creative Thinking** | Pose questions | Pose questions to probe assumptions and investigate complex issues | | | | | | ⭐ | ⭐ | | ⭐ | ⭐ | | |
| | Identify and clarify relevant information and prioritise ideas | Clarify information and ideas from texts or images when exploring challenging issues | ⭐ | | | | | ⭐ | ⭐ | | ⭐ | | | ⭐ |
| | Organise and process information | Critically analyse information and evidence according to criteria such as validity and relevance | | | ⭐ | | | ⭐ | | | | | | |
| | Imagine possibilities and connect ideas | Draw parallels between known and new ideas to create new ways of achieving goals | ⭐ | | | | | | | | | | | |
| | Consider alternatives | Generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting | | | | | | ⭐ | | | | | | |
| | Draw conclusions and design a course of action | Differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions | | ⭐ | | | | ⭐ | ⭐ | | | ⭐ | | |
| **Ethical** | Consider consequences | Investigate scenarios that highlight ways that personal dispositions and actions can affect consequences | | ⭐ | | | | ⭐ | ⭐ | | | | | |
| | Explore rights and responsibilities | Analyse rights and responsibilities in relation to the duties of a responsible citizen | ⭐ | ⭐ | ⭐ | ⭐ | ⭐ | ⭐ | ⭐ | ⭐ | ⭐ | ⭐ | ⭐ | ⭐ |
| **Literacy** | Text knowledge | Use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others | | ⭐ | | | | | | | | | | |
| | Deliver presentations | Plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience | | | | | | | | | | | | ⭐ |
| | Use language to interact with others | Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts | | | | | | | | | ⭐ | | | |

**CYBER SAFETY PROJECT**

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