

# **STATE AND TERRITORY CURRICULUM MAPPING FOR FINANCIAL LITERACY**

**PREPARED BY CURRICULUM CORPORATION**

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This document will help financial literacy materials developers better support existing school curriculum, and will also help teachers identify where financial literacy sits in current curriculum. It maps the current outcomes/standards in curriculum documents from all States and Territories that relate to financial literacy in the compulsory years of schooling (generally from K/P to Year 10).

[The Consumer and Financial Literacy Framework](#) remains the key reference document for development of educational materials, as State and Territory jurisdictions are currently working to ensure that curriculum supports the national Statements of Learning by 2008. There will therefore be changes to curriculum from the date of publication of this curriculum map. The framework informs these statements of learning and the current work on curriculum. Go to [www.mceetya.edu.au](http://www.mceetya.edu.au) to view the framework.

This mapping has been developed by the Curriculum Corporation at the request of the Financial Literacy Foundation.

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# Australian Capital Territory

The ACT curriculum for Years P–10 is currently under review. Curriculum for ACT Schools P–10: Principles and Framework (Phase 1), 2005 includes a set of 36 Essential Learning Achievements essential for every student to know, understand, value or be able to do. The Essential Learning achievements relevant to the achievement of Financial Literacy are set out in Table One below. To identify an Essential Learning Achievement (ELA) which your materials support, quote the ELA name.

There will be two further stages of curriculum reform in the ACT. The completed new curriculum will be published in 2007 for implementation in all ACT schools in 2008. It will provide specific descriptions of achievements within each of the Bands of Schooling

The Learning area Curriculum Frameworks referred to in Table Two below are the documents currently in use and these will continue to be the basis of ACT curriculum in these areas until 2008.

To identify a key learning area outcome which your materials support quote Learning area, Band and Strand.

**Table One:**

<b>Essential Learning Achievement</b>	<b>Description</b>
The student applies understandings of money and finance wisely	The student understands the place of money and finance in their own life, in society and in economic systems. Students know that money is a medium for exchange and a reward for effort. They know how to manage personal finances and have strategies to make savings and minimise debt. They make financial decisions that benefit themselves, their family, the community and the nation. They understand the value of personal giving and of philanthropy in the world of business.
The student uses information critically	The student uses information in different forms from a range of sources. Students assess the need and purpose for information and use successful strategies to access and retrieve it. They organise, analyse, synthesise, interpret and present information purposefully. They recognise the need for trustworthy information, are critically aware of who owns the information and avoid plagiarism.
The student applies methods of inquiry	The student uses methods of inquiry characteristic of disciplines in the sciences and the humanities. Students understand the distinctive features of each form of inquiry and appreciate them as valid ways of constructing knowledge. They recognise that different questions require different methods of inquiry. They identify what evidence is needed in specific investigations. They gather evidence and make judgements about its value. They draw conclusions based on evidence, and evaluate and communicate their findings.
The student makes considered decisions	The student collects all the necessary information to guide their thinking and actions. Students evaluate a range of options and their consequences and choose the one that best fits the situation. They recognise when feelings and beliefs need to be taken into account, and use evidence to explain and justify their decisions.
The student uses problem solving strategies	The student identifies and clarifies problems and uses strategies to solve them. Students break problems into manageable tasks where necessary. They use a range of strategies and technologies to get started and persist in solving problems. They recognise the value of working collaboratively to clarify a problem and pool ideas to create more ways of finding a solution. They know that working independently can help them analyse and make sense of a problem and bring their own perspective to the clarifying process.
The student understands and applies numbers	The student understands the meaning, order and relative size of numbers. Students choose and use number forms and number operations to efficiently calculate and solve problems. They move flexibly between different number forms such as decimal, fraction and percentage. They estimate results of their calculations and judge the reasonableness of these in the given context, meeting needed levels of accuracy. They calculate by choosing and using a variety of strategies and tools, using written and calculator methods when numbers are beyond their mental scope.

Learning area	Band (approximate year of schooling)	Strand	Outcomes
English	Band 4 (Years 7–10)	Texts Strands and Language Strand	<ul style="list-style-type: none"> <li>• understanding the main themes, ideas and points of view expressed in a variety of texts and comparing these with other texts;</li> <li>• showing explicit awareness of the needs and expectations of their audience when writing and speaking;</li> <li>• showing explicit awareness of the relationship between purpose and form;</li> <li>• using written and spoken language that shows awareness of how linguistic structures and features influence people's interpretations of texts;</li> <li>• planning and writing detailed and organised expository texts such as reports, reviews, formal essays about literary texts and arguments, developing a main idea or point of view clearly and logically and using suitable evidence;</li> <li>• writing detailed, unified narratives and personal accounts that explore challenging ideas and issues;</li> <li>• comparing and contrasting media texts and showing some awareness of the relationship between the medium and the message and;</li> <li>• speaking confidently and appropriately in situations such as reporting formally to an audience, exploring ideas in a group, welcoming visiting speakers, debating issues and interviewing members of the public.</li> </ul>
Mathematics	Band 3 (Years 4–7)	Mathematical inquiry	3.8 undertake structured and open ended investigations, individually and collaboratively; 3.9 use personal and group organisational skills to help in tackling mathematical problems.
		Choosing and using mathematics	3.1 choose and use mathematical skills to make decisions; 3.2 clarify and pose problems arising in practical or imagined contexts.
		Chance and data	3.4 systematically collect, organise and record data to answer questions posed; 3.5 represent, interpret and report on data in order to answer questions posed by themselves and others.

Learning area	Band (approximate year of schooling)	Strand	Outcomes
	Band 4 (Years 7–10)	Mathematical inquiry	4.4 convince themselves about the validity of conjectures and revise, refine or extend conjectures; 4.5 evaluate the validity of arguments designed to convince others of the truth of propositions; 4.6 construct arguments designed to convince others of the truth of mathematical propositions; 4.10 undertake open-ended mathematical investigations, individually and collaboratively; 4.11 develop personal and group organisational skills to be used in tackling mathematical situations.
		Choosing and using mathematics	4.2 choose and use data collection and analysis tools (including technology) with due regard to the demands of the situation; 4.3 choose and use mathematical skills to assist in interpreting information from a variety of sources.
		Chance and data	4.5 access, evaluate and interpret information presented in different forms from a variety of sources; 4.6 systematically collect, organise and record data for practical purposes; 4.7 summarise and interpret data using visual representations and measures of location and spread; 4.8 understand the impact of statistics on daily life; 4.9 understand what samples are and recognise the importance of random samples and sample size; 4.10 draw inferences and construct and evaluate arguments based on sample data.

Learning area	Band (approximate year of schooling)	Strand	Outcomes
SOSE	Upper primary (Years 4 – 7)	Investigation, communication and participation	<p>Students devise and plan investigations by reflecting on their knowledge and understanding, formulating questions, and identifying sources of information. They extend their repertoire of sources of information to include atlases, telephone directories, encyclopaedias, yearbooks and extracts from journals. Experiences with people, places, environments and artefacts remain important.</p> <p>Students gather and organise information through direct observation, texts, maps, graphs, charts, photographs, pictures, models, videotapes, audio tapes and other means. They combine information from a number of sources to draw conclusions and illustrate key ideas. The purpose of their investigations and the most suitable ways of presenting their information are considered.</p> <p>Students identify, clarify and analyse the values inherent in the actions they or others take. They develop their skills in interacting with others in a range of settings and for a variety of reasons, carry out roles and responsibilities in the classroom and school and contribute to group, class and school decision making.</p> <p><i>Examples of content include:</i></p> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• framing questions to ask groups or individuals;</li> <li>• identifying sources of information;</li> <li>• interpreting and organising data;</li> <li>• identifying similar data drawn from a number of sources, such as interviews, texts, maps, surveys, graphs, journals, fieldwork;</li> <li>• drawing conclusions and organising information to illustrate them;</li> <li>• analysing, clarifying and evaluating values;</li> <li>• testing assumptions by applying them in new and different situations;</li> <li>• critical analysis of views and practices affecting groups such as women and various cultural groups.</li> </ul>

Learning area	Band (approximate year of schooling)	Strand	Outcomes
			<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• considering the nature of the audience and the information and using formats such as charts, reports, models, maps to present it;</li> <li>• developing a position by matching evidence to opinions and conclusions.</li> </ul> <p><b>Participation:</b></p> <ul style="list-style-type: none"> <li>• negotiating and agreeing on roles and responsibilities to achieve group tasks;</li> <li>• identifying alternative sources of action and choosing between them;</li> <li>• developing empathy through simulations and appropriate social action.</li> </ul>
		Resources	<p>The concept of choice provides a focus in the study of financial resources, and students develop and practise the skills of simple financial budgeting.</p> <p>As students come to appreciate more fully the value of different forms of information as a resource (electronic, spoken and print), they also develop skills in using information technology to find and record data.</p> <p><i>Examples of content include:</i></p> <p><b>Use of resources:</b></p> <ul style="list-style-type: none"> <li>• financial budgeting and the concept of choice;</li> <li>• trade and exchange.</li> </ul> <p><b>Management and enterprise:</b></p> <ul style="list-style-type: none"> <li>• information as a resource and sources of information;</li> <li>• barriers to the flow of information.</li> </ul>

Learning area	Band (approximate year of schooling)	Strand	Outcomes
	Band 4 (Years 7–10)	Investigation, communication and participation	<p>Students become more aware of the social and political world around them and of their rights and responsibilities.</p> <p>Investigations reflect a growth in independence in decision making and a willingness to accept responsibility. Students are able to identify the consequences of using different tools and techniques, to make skilled use of sources and data collection techniques, and present conclusions and interpretations through some formal techniques of the disciplines in the learning area.</p> <p>Conclusions and viewpoints can be incorporated into a social activity in the school or local community.</p> <p>Students' participation skills include the ability to identify and manage the tensions arising from physical and emotional changes. They have developed a range of participatory skills and now make choices from a range of learned strategies.</p> <p><i>Examples of skills and processes include:</i></p> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• predicting the relative advantages of a checklist and recorded interviews in a study of people's attitudes.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• using the basic layouts and conventions of report and essay writing;</li> <li>• preparing a display that includes maps and flow charts to explain an issue and using quotations and extracts to present different points of view;</li> <li>• interacting with computer programs.</li> </ul> <p><b>Participation:</b></p> <ul style="list-style-type: none"> <li>• planning a program of action to fix a school problem;</li> <li>• keeping a personal record of actions taken in group work to demonstrate tolerance and democratic process;</li> <li>• presenting a play or conducting a public forum that provides a balanced view on a controversial issue and;</li> <li>• developing social competence and social awareness skills.</li> </ul>

Learning area	Band (approximate year of schooling)	Strand	Outcomes
		Resources	<p>Students' investigations of the use of resources centre on the concepts of ownership and access. They examine forms of individual and collective resource ownership, comparing, for example, different forms of business ownership and discussing their advantages and limitations.</p> <p>Financial management competencies are also developed as students analyse the costs and benefits to individuals, families and businesses of using credit. They critically examine marketing strategies aimed at particular groups. School-based ventures allow students to develop and apply a range of personal and group management skills.</p> <p><i>Examples of content include:</i></p> <ul style="list-style-type: none"> <li>• <b>Use of resources;</b></li> <li>• business ownership types, their advantages and limitations;</li> <li>• the degree and nature of foreign investment in Australia;</li> <li>• barriers to resource ownership and access;</li> <li>• <b>Management and enterprise;</b></li> <li>• sources of financial resources;</li> <li>• financial and consumer competencies;</li> <li>• methods of income disposal, such as saving, spending, investing, taxation;</li> <li>• access to social support services;</li> <li>• marketing strategies;</li> <li>• personal and elementary business record-keeping techniques, including budgeting;</li> <li>• government legislation on forms of exchange and banking practices and;</li> <li>• the changing role of money and the impact of technology, increased competition.</li> </ul>

# NEW SOUTH WALES

To identify outcomes which your materials support, quote Syllabus, Stage, Strand and outcome code

**Table Two:**

Syllabus	Stage (approximate years of schooling)	Strand	Outcome
Human Society and its Environment (P–10)	Early Stage 1 (Kindergarten)	Social systems and structures	SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively. This outcome includes the use of money.
	Stage 1 (Years 1 & 2)		SSS1.7 Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants. This outcome includes different forms of monetary exchange, e.g. cash, credit card, cheque.
	Stage 2 (Years 3 & 4)		SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment. This outcome includes: <ul style="list-style-type: none"> <li>• technology in monetary exchange;</li> <li>• consumer and producer rights and responsibilities.</li> </ul>
	Stage 3 (Years 5 & 6)		SSS3.7 Describes how Australian people, systems & communities are globally interconnected & recognises global responsibilities cultural influences and their contribution to Australian identities. This outcome includes: <ul style="list-style-type: none"> <li>• some organisations involved with monetary exchange, eg stock exchange, banks, credit unions;</li> <li>• rights and responsibilities of users and producers of goods and services globally.</li> </ul>

Syllabus	Stage (approximate years of schooling)	Strand	Outcome
Commerce	Stage 7 & 8)	Consumer choice	<p>Students develop knowledge and understanding of consumer, financial, business, legal and employment issues:</p> <p>4.1 uses appropriate terminology in consumer, financial, business, legal and employment contexts and.</p> <p>4.2 describes the rights and responsibilities of consumers within a financial, business, legal and employment framework.</p> <p>Students develop skills in decision-making and problem-solving in relation to commercial, financial, business, legal and employment issues:</p> <p>4.4 identifies key factors affecting commercial and legal decisions.</p> <p>4.5 identifies options for solving commercial and legal problems and issues and.</p> <p>4.6 uses a range of plans designed to solve commercial and legal problems and issues.</p> <p>Students develop skills in effective research and communication:</p> <p>4.7 selects and organises commercial and legal information from a variety of forms.</p>
	Stage 5 (years 9 & 10)	Consumer choice	<p>Students develop knowledge and understanding of consumer, financial, business, legal and employment issues:</p> <p>5.1 demonstrates understanding of commercial and legal concepts and terms in a variety of contexts and.</p> <p>5.2 analyses the rights and responsibilities of individuals in a range of commercial, financial, business, legal and employment contexts.</p> <p>Students develop skills in effective research and communication:</p> <p>5.7 researches and assesses commercial and legal information using a variety of sources and.</p> <p>5.8 explains commercial and legal information using a variety of forms.</p>

Syllabus	Stage (approximate years of schooling)	Strand	Outcome
Mathematics	Stages 1–3 (Years K–6)	Working mathematically	<p>Students ask questions in relation to mathematical situations and their mathematical experiences.</p> <p>Students develop, select and use a range of strategies, including the selection and use of appropriate technology, to explore and solve problems.</p> <p>Students develop and use appropriate language and representations to formulate and express mathematical ideas.</p> <p>Students develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions.</p>
		Number	<p>Students develop facility with number facts and computation with progressively larger numbers in addition and subtraction and an appreciation of the relationship between those facts.</p> <p>Students develop an understanding of the parts of a whole, and the relationships between the different representations of fractions.</p>
		Data	Students inform their inquiries through gathering, organising, tabulating and graphing data.
	Stages 2–3 (Years 3–6)	Patterns and algebra	<p>PAS2.1 Generates, describes and records number patterns using a variety of strategies and completes simple number sentences by calculating missing values.</p> <p>PAS3.1a Records, analyses and describes geometric and number patterns that involve one operation using tables and words.</p>
	Stage 4 (Years 7 & 8)	Working mathematically	<p>Students ask questions in relation to mathematical situations and their mathematical experiences.</p> <p>Students develop, select and use a range of strategies, including the selection and use of appropriate technology, to explore and solve problems.</p> <p>Students develop and use appropriate language and representations to formulate and express mathematical ideas.</p> <p>Students develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions.</p>

Syllabus	Stage (approximate years of schooling)	Strand	Outcome
		Number	NS4.2 Compares, orders and calculates with integers. NS4.3 Operates with fractions, decimals, percentages, ratios and rates.
		Data	DS4.1 Constructs, reads and interprets graphs, tables, charts and statistical information. DS4.2 Collects statistical data using either a census or a sample, and analyses data using measures of location and range.
	Stage 5 (Years 9 & 10)	Working mathematically	Students ask questions in relation to mathematical situations and their mathematical experiences. Students develop, select and use a range of strategies, including the selection and use of appropriate technology, to explore and solve problems. Students develop and use appropriate language and representations to formulate and express mathematical ideas. Students develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions.
		Number	NS5.1.2 Solves consumer arithmetic problems involving earning and spending money. NS5.2.2 Solves consumer arithmetic problems involving compound interest, depreciation and successive discounts.
		Data	DS5.1.1 Groups data to aid analysis and constructs frequency and cumulative frequency tables and graphs.
English	Stage 3 (Years 5 & 6)	Talking and listening	TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
			TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

Syllabus	Stage (approximate years of schooling)	Strand	Outcome
		Reading	RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
		Writing	WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features. WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
	Stage 4 (Years 7 & 8)	Speaking and listening Reading Writing	1. Responds to and composes texts for understanding, interpretation, critical analysis and pleasure. 3. Responds to and composes texts in different technologies. 4. Uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts. 7. Thinks critically and interpretively about information, ideas and arguments to respond to and compose texts. 8. Makes connections between and amongst texts.
	Stage 5 (Years 9 & 10)	Speaking and listening Reading Writing	1. Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure. 3. Selects, uses, describes and explains how different technologies affect and shape meaning. 4. Selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning. 7. Thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts.

# NORTHERN TERRITORY

To identify outcomes which your materials support, quote Learning area, Band, Strand and Outcome code.

**Table Three:**

Learning area	Band (approximate year of schooling)	Strand	Outcome and Indicators
Studies of Society and Environment	Band 1 (Years 1 & 2)	Enterprise	Soc 1.5 Learners examine ways the local community facilitates the meeting of needs and wants eg; <ul style="list-style-type: none"> <li>• identify and describe the roles of local people providing goods and services;</li> <li>• investigate ways the community caters for people with disabilities;</li> <li>• identify and map facilities in their community that they and their family use;</li> <li>• describe how the location of facilities within the school influences choices people make about using them;</li> <li>• participate in a shopping trip to purchase items for a class activity.</li> </ul>
	Band 2 (Years 3 & 4)	Enterprise	Soc 2.5 Learners compare shared interests and common needs that link individuals to form groups and communities eg; <ul style="list-style-type: none"> <li>• plan and follow a simple budget, eg spending own money, school fundraising;</li> <li>• explore non-monetary systems of exchange, eg card swapping, marbles, barter, tokens;</li> <li>• construct a concept map to show the interdependence between various workers;</li> <li>• categorise and illustrate different types of unpaid work, eg community volunteer, sports coach;</li> <li>• compare and contrast ways of satisfying needs/wants of social groups and the role played by technology.</li> </ul>
	Band 3 (Years 5 & 6)	Enterprise	Soc 3.5 Learners examine the relationship between consumers and producers, appraising choices and actions used to meet needs and wants; identify the relationship between personal attributes, needs, wants and future life roles eg;

Learning area	Band (approximate year of schooling)	Strand	Outcome and Indicators
			<ul style="list-style-type: none"> <li>• operate and reflect on the success of a simple personal or class budget and make revisions when needed;</li> <li>• investigate ways that advertisers use 'tricks of the trade' to encourage sales;</li> <li>• develop and present a creative advertising campaign to promote a product of their choice;</li> <li>• critically examine push/pull factors, supply and demand, eg list origin of products in the home;</li> <li>• investigate the links between needs and wants and life roles, eg through the Real Game;</li> <li>• map personal attributes, examine transferable skills and explore the concept of lifelong learning.</li> </ul>
	Band 4 (years 7 & 8)	Enterprise	<p>Ent 4.1 Learners apply a range of strategies in personal financial management eg;</p> <ul style="list-style-type: none"> <li>• plan and implement a personal budget and analyse the outcome;</li> <li>• justify and explain differences between necessary and desired budget expenditures;</li> <li>• describe how the Australian socio-economic system impacts on everyday life, eg taxation system exchange rates, interest rates;</li> <li>• compare financial institutions and the services they offer;</li> <li>• investigate and report on how different cultures deal with the cash economy.</li> </ul> <p>Ent 4.3 Learners examine patterns of production and distribution, identify strategies used to persuade the consumer, and investigate the rights and responsibilities of the consumer eg;</p> <ul style="list-style-type: none"> <li>• research and evaluate government safeguards and legislation to protect the consumer;</li> <li>• generate creative and innovative ways to market a product, service or activity;</li> <li>• investigate consumer action groups and movements in international and Australian forums, eg Australian Competition and Consumer Commission (ACCC), Ombudsman, Australian Consumers' Association, Dick Smith;</li> <li>• review the influence of the media in consumerism;</li> <li>• investigate the resources used in the production and distribution of a selected product;</li> <li>• summarise the differences between primary, secondary and tertiary industries;</li> </ul>

Learning area	Band (approximate year of schooling)	Strand	Outcome and Indicators
			<ul style="list-style-type: none"> <li>• examine the importance of imports and exports to the Northern Territory economy;</li> <li>• describe the contributions of Indigenous-run businesses to Australia's economy;</li> <li>• investigate the effects of Western consumerism on Indigenous peoples and communities in the Northern Territory;</li> </ul>
	Band 5 (Years 9 & 10)	Enterprise	<p>Ent 5.1 Learners evaluate personal financial options within an Australian socio-economic context; plan and apply enterprise skills and attributes in business financial management eg;</p> <ul style="list-style-type: none"> <li>• describe and apply financial management skills to a group enterprise, eg business enterprise programs;</li> <li>• explore and assess a range of reasons for business failures;</li> <li>• critically investigate the pros and cons of options available for personal financial management, eg savings, borrowing, credit cards, budgeting;</li> <li>• define liabilities and assets and assess possible/probable financial futures;</li> <li>• review alternative economies for their practical applications to everyday life eg barter systems;</li> <li>• explore the range of financial services available through the Internet;</li> <li>• investigate possibilities for a small-scale business venture in the community, eg Indigenous tourism, and ascertain what skills and knowledge are needed to manage such a venture;</li> </ul> <p>Ent 5.3 Learners examine global patterns of production and consumption, and the distribution of wealth, population and resources eg;</p> <ul style="list-style-type: none"> <li>• describe the issue of local culture versus global culture and define issues for countries as they become more integrated into the global economy;</li> <li>• examine how globalisation links economies;</li> <li>• examine how resource use by wealthy nations affects the natural environments of indebted nations;</li> <li>• evaluate the role of international trading blocs, and financial institutions like World Bank in the global economy;</li> <li>• explore the differentiation between consumers in first and third world countries, and Indigenous peoples in</li> </ul>

Learning area	Band (approximate year of schooling)	Strand	Outcome and Indicators
			<p>first world countries;</p> <ul style="list-style-type: none"> <li>• initiate appropriate action in response to opportunities they recognise that will address a need or improve a situation, eg money raising for charity;</li> <li>• evaluate the impact of a 'throw away society', eg over-production, waste management;</li> <li>• examine the imbalance between population density, wealth and consumer expenditure and suggest strategies for addressing the subsequent issues;</li> <li>• examine the importance of imports and exports to the Australian economy.</li> </ul>
Maths	Bands 1–3 (Years 1–6)	Measurement and data sense	<p>MDS 1.2 Learners describe relationships between relevant attributes and units when comparing and measuring things.</p> <p>MDS 1.5 Learners collect, organise, record and use data to answer questions; find and discuss information contained in simple graphs.</p> <p>MDS 2.5 Learners collect, organise, record, display and interpret data in a variety of ways, including graphs and simple tables, in order to answer questions.</p> <p>MDS 3.5 Learners collect and organise information in a variety of ways to answer questions posed by themselves/others and critically interpret data presented in a variety of ways.</p>
		Number sense	<p>NS 1.3 Learners recall or work out basic addition and subtraction facts; decide which operation to use and whether to estimate, calculate mentally or use a calculator to add or subtract whole numbers in familiar contexts and solve multiplication and division problems concretely; recall the value of coins and commonly used notes and use them in practical situations.</p> <p>NS 3.3 Learners accurately add, subtract, multiply and divide using a variety of strategies including fluent use of mental estimation and calculators.</p>
	Bands 4 & 5 (Years 7–10)	Chance and data	<p>CD 4.1 Learners design and implement surveys and experiments to generate appropriate data to answer specific questions or address an identified issue, accounting for types of variables.</p> <p>CD 4.3 Learners construct tables and graphs appropriate to the identified variables and analyse these to identify patterns and trends; use measures of central tendency and spread when describing data.</p>

Learning area	Band (approximate year of schooling)	Strand	Outcome and Indicators
			<p>CD 4.4 Learners interpret and evaluate information presented in a range of tables and graphs, including comments on centre, spread and appropriateness of data collection methods.</p> <p>CD 5.1 Learners plan data collection, working individually and collaboratively, taking care in formulating questions and deciding how data should be organised before it is collected from a variety of appropriate sources.</p> <p>CD 5.3 Learners organise data in diagrams and tables, with individually or collaboratively planned class intervals and display data to show frequency and spreads.</p> <p>CD 5.4 Learners interpret and critique own and published data, making adjustments and inferences where appropriate.</p> <p>CD 5+.1 Learners plan experiments, simulations and surveys, collaboratively and independently, considering the appropriateness and quality of observations, the suitability of samples or populations.</p> <p>CD 5+.3 Learners compare, choose and use methods of organisation to suit the type of data and the questions asked; display and summarise data to compare data sets and to show relationships within a data set.</p> <p>CD 5+.4 Learners interpret collected and published data from tables, diagrams, plots, graphs, prose and databases to make comparisons, describe relationships and construct arguments.</p>
		Number sense	N 4.1 Learners represent, compare, order and manipulate numbers including fractions, decimals, percentages, directed, ratios, surds, pi and indices.
English	Band 3 (Years 5 & 6)	Reading and viewing	R/V 3.1 Learners read/view with understanding a range of visual and written texts containing some unfamiliar concepts, topics, language structures and features; explain possible reasons for people's varying interpretations of texts.
		Writing	W 3.3 Learners use a range of strategies to plan, compose, review and edit own writing.
	Band 4	Reading and viewing	R/V 4.1 Learners construct interpretive responses demonstrating knowledge that texts are created for a particular audience and purpose; develop intertextual understanding.

Learning area	Band (approximate year of schooling)	Strand	Outcome and Indicators
	(Years 7 & 8)	Writing	W 4.3 Learners use a range of strategies to plan, compose, review and edit written texts for meaning and effectiveness.
	Band 5 (Years 9 & 10)	Listening and speaking	L/S 5.2 Learners control and experiment with language structures and features that enable speakers to engage audiences.
		Reading and viewing	R/V 5.1 Learners analyse complex visual and written texts; consider the interrelationship between text, context, reader and producer; explore intertextual links.
		Writing	W 5.1 Learners plan and compose a range of texts, characterised by appropriate register and complexity of purpose and subject matter.

# QUEENSLAND

To identify outcomes which your materials support, quote learning area/Syllabus, Level and Outcome code (if available).

**Table Four:**

Learning Area/Syllabus	Level (approximate years of schooling)	Strand	Level statement and Outcomes
Studies of Society and Environment	Level 2 (Years 2 & 3)	Systems, Resources and Power	<p>Students understand some ways in which resources are produced, managed and consumed and can consider issues of access to familiar resources and services. They also understand the roles, rights and responsibilities associated with various social settings and can enact democratic processes in team situations.</p> <p>SRP 2.1 Students investigate the origins and processing of a familiar product to describe relevant conservation strategies.</p> <p>SRP 2.2 Students create a representation of various people and resources involved in the production and consumption of familiar goods and services.</p> <p>SRP 2.4 Students analyse information about their own and others' rights and responsibilities in various settings.</p> <p>SRP 2.5 Students devise possible solutions to problems people may have in accessing resources.</p> <p>SRP D2.8 Students participate in a project to identify strategies for managing personal resources including school materials, money and time.</p>
	Level 3 (Years 4 & 5)		<p>Students understand some human interactions with environments, including resource use over time, and can demonstrate occupational interdependence. They also understand the basic principles of democracy and local decision-making processes and can reflect on familiar rules and laws.</p> <p>SRP 3.5 Students explain the values associated with familiar rules and laws.</p>
	Level 4 (Years 6 & 7)		<p>Students understand Australia's ecological and economic links to the world and can apply decision-making processes to contribute to actions that support global human rights. They also understand the basic</p>

Learning Area/Syllabus	Level (approximate years of schooling)	Strand	Level statement and Outcomes
	Level 5 (Years 8 & 9)		<p>development of Australia's government and can describe how groups have achieved citizenship rights.</p> <p>Students understand some relationships between Australian and global systems and can use inquiry and decision-making processes to evaluate these relationships. They also understand some key features of Australia's economic, legal and political systems and can reflect on the value of social justice to suggest improvements to these systems.</p> <p>SRP 5.1 Students evaluate the relationship between an ecological system and a government and/or an economic system.</p> <p>SRP 5.2 Students design models of the Australian economic system to demonstrate its relationship to global trade.</p> <p>SRP 5.3 Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue.</p> <p>SRP 5.4 Students report on the main features and principles of legal systems in Australia.</p>
Business education subject syllabus	Level 4 (Years 6 & 7)	Business and economic systems	<p>Students understand that organisations have different purposes and structures. They understand the logic of systems and subsystems. They explain how scarce resources are used to meet unlimited needs and wants. They understand consumer rights and responsibilities.</p> <p>BE 4.1 Students compare business organisations and analyse their purposes and structures.</p> <p>BE 4.3 Students explain how individuals, groups and societies allocate their scarce resources to meet their unlimited needs and wants.</p> <p>BE 4.4 Students explain consumer rights and responsibilities in obtaining products and services.</p>
		Enterprise and Ventures	<p>Students understand enterprising behaviour and the impact of enterprising behaviours on individuals, businesses and communities. They use consultative methods, detailed design proposals, practical expertise of others, and feedback to develop and manage an enterprise or venture.</p> <p>EV 4.1 Students investigate examples of people or groups acting in enterprising ways and consider the impact of enterprising activity on individuals, businesses or communities.</p>

Learning Area/Syllabus	Level (approximate years of schooling)	Strand	Level statement and Outcomes
	Level 5 (Years 8 & 9)	Business and economic systems	<p>Students understand business and economic activity and the systems that regulate the activity. They understand the structures, control and management of systems and subsystems. They understand the relationships between supply and demand, buyers, sellers and prices in markets. They develop strategies to obtain goods and services in business and economic contexts.</p> <p>BE 5.1 Students identify and investigate the need for systems to regulate business and economic activity.</p> <p>BE 5.3 Students investigate markets to determine the relationships between supply and demand, buyers, sellers and their influence on prices.</p> <p>BE 5.4 Students devise strategies to act in informed and responsible ways to obtain products and services in a range of business and economic contexts.</p>
		Enterprise and ventures	<p>Students understand the attributes and skills needed to be a successful entrepreneur. They understand the development of new and improved products and factors influencing production within their enterprise or venture. They make quality products and use predetermined criteria to judge the effectiveness of the enterprise or venture.</p> <p>EV 5.1 Students analyse a range of enterprises and ventures, and identify the common personal attributes and skills needed to be a successful entrepreneur.</p>
Mathematics	Levels 1 (Years 1 & 2)	Number	<p>N 1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.</p> <p>N 5.1 Students compare and order integers, use and interpret index notation, rates and ratios and analyse options and make informed financial decisions about saving, credit and debit.</p> <p>N 6.1 Students compare and order rational numbers, interpret and use scientific notation, and analyse options and make informed personal budgeting and other financial decisions.</p>
		Chance and data	CD 1.2 Students collect data to investigate particular situations and interpret simple displays.
	Level 2	Number	N 2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of

Learning Area/Syllabus	Level (approximate years of schooling)	Strand	Level statement and Outcomes
	(Years 2 & 3)		objects and collections.
		Patterns and algebra	PA 2.1 Students create and explain patterns, identify and describe relationships using rules and use backtracking to reverse the effects of rules involving addition and subtraction.
		Chance and data	CD 2.2 Students collect and organise data, create and interpret a variety of displays to investigate their own and others' questions, and identify elements of the displays.
	Level 3 (Years 4 & 5)	Number	N 3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.
		Patterns and algebra	PA 3.1 Students create and continue number patterns, identify, describe and represent relationships between two quantities and use backtracking to reverse any one of the four operations.
		Chance and data	CD 3.2 Students design and trial a variety of data collection methods and use existing sources of data to investigate their own and others' questions, organise data and create suitable displays identifying and interpreting elements of the displays.
	Level 4 (Years 6 & 7)	Number	N 4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.
		Chance and data	CD 4.2 Students plan and carry out data collections using their own data record templates, choose or construct appropriate displays and make comparisons about the data based on the displays and measures of location.
			N 5.1 Students compare and order integers, use and interpret index notation, rates and ratios and analyse

Learning Area/Syllabus	Level (approximate years of schooling)	Strand	Level statement and Outcomes
	Levels 5 & 6 (Years 8–10)	Number	<p>options and make informed financial decisions about saving, credit and debit.</p> <p>N 6.1 Students compare and order rational numbers, interpret and use scientific notation, and analyse options and make informed personal budgeting and other financial decisions.</p>
Patterns and algebra		<p>PA 6.1 Students create mathematical models of realistic situations and use interpretations of the models to draw conclusions or make decisions.</p>	
Chance and data		<p>CD 5.2 Students plan investigations involving discrete and continuous data, produce and compare data displays involving grouping, and compare measures of location.</p> <p>CD 6.2 Students use and interpret cross-sectional data and data collected over time to identify the nature of variations and relationships.</p>	
English	Level 3 (Years 4 & 5)	Cultural Strand: Making meanings in contexts	<p>Cu 3.1</p> <p>When speaking, students:</p> <ul style="list-style-type: none"> <li>• make choices of subject matter depending on audience, purpose and the medium;</li> <li>• extend ideas and information with some details;</li> <li>• clarify meanings and give possible explanations.</li> </ul> <p>When listening, students:</p> <ul style="list-style-type: none"> <li>• recognise that certain types of texts are used for particular purposes and audiences;</li> <li>• make connections from directly stated information to identify the main ideas of texts;</li> <li>• make connections between ideas and supporting details.</li> </ul>

Learning Area/Syllabus	Level (approximate years of schooling)	Strand	Level statement and Outcomes
			<p>Cu 3.3</p> <p>When writing and shaping, students:</p> <ul style="list-style-type: none"> <li>• research familiar and unfamiliar ideas and information to develop a topic or argument that uses some elaborated ideas with supporting details;</li> <li>• consider interests of the audience when selecting subject matter.</li> </ul>
		Critical Strand: Evaluating and reconstructing meanings in texts	<p>Cr 3.1</p> <p>When speaking, students:</p> <ul style="list-style-type: none"> <li>• use aspects of subject matter and resources to construct positive or negative representations of people, places, events and things to achieve their purposes.</li> </ul> <p>When listening, students:</p> <ul style="list-style-type: none"> <li>• identify aspects of subject matter and resources others use to construct people, places, events and things positively or negatively, and suggest reasons for these representations.</li> </ul> <p>Cr 3.2</p> <p>When reading and viewing, students:</p> <ul style="list-style-type: none"> <li>• suggest why aspects of subject matter may have been included or omitted to represent people, places, events and things positively or negatively</li> <li>• identify how attributes, processes and visual resources have been used to construct positive or negative representations of people, places, events and things.</li> </ul> <p>Cr 3.3</p> <p>When writing and shaping, students:</p> <ul style="list-style-type: none"> <li>• choose aspects of subject matter and particular attributes, processes and visual resources to construct positive or negative representations of people, places, events and things.</li> </ul>

Learning Area/Syllabus	Level (approximate years of schooling)	Strand	Level statement and Outcomes
	Level 4 (Years 6 & 7)	Cultural Strand: Making meanings in contexts	<p>Cu 4.1</p> <p>When speaking, students:</p> <ul style="list-style-type: none"> <li>• develop a main idea or point of view providing some supporting details and evidence to explore ideas and issues;</li> <li>• offer opinions and attempt to persuade others to a point of view.</li> </ul> <p>When listening, students:</p> <ul style="list-style-type: none"> <li>• identify purposes of a range of prepared and spontaneous texts;</li> <li>• identify main issues of a topic and draw conclusions;</li> <li>• identify meanings not directly stated;</li> <li>• identify how the roles and relationships between speaker and listener affect the language used.</li> </ul> <p>Cu 4.2</p> <p>When reading and viewing, students:</p> <ul style="list-style-type: none"> <li>• infer meanings that are not directly stated from familiar and some unfamiliar subject matter;</li> <li>• identify relevant information and draw conclusions;</li> <li>• identify likely audience of texts.</li> </ul> <p>Cu 4.3</p> <p>When writing and shaping, students:</p> <ul style="list-style-type: none"> <li>• organise subject matter that develops a topic or storyline, supports a point of view or offers an explanation</li> </ul>
		Critical Strand: Evaluating and reconstructing	<p>Cr 4.1</p> <p>When speaking, students:</p>

Learning Area/Syllabus	Level (approximate years of schooling)	Strand	Level statement and Outcomes
		meanings in texts	<ul style="list-style-type: none"> <li>• construct representations, taking account of the likely characteristics of target audience;</li> <li>• appeal to certain groups by selecting particular subject matter and related resources, including participants, processes, gestures and voice.</li> </ul> <p>When listening, students:</p> <ul style="list-style-type: none"> <li>• identify how characteristics of target audiences have influenced the selection of subject matter and the related resources, including participants, processes, gestures and voice, used to construct representations.</li> </ul> <p>Cr 4.2</p> <p>When reading and viewing, students:</p> <ul style="list-style-type: none"> <li>• identify how aspects of subject matter have been selected to appeal to different groups;</li> <li>• identify how certain textual resources have been used to represent people, places, events and things in ways that appeal to different groups;</li> <li>• identify knowledge, values and practices that influence their reading/viewing of texts.</li> </ul> <p>Cr 4.2</p> <p>When reading and viewing, students:</p> <ul style="list-style-type: none"> <li>• identify how aspects of subject matter have been selected to appeal to different groups;</li> <li>• identify how certain textual resources have been used to represent people, places, events and things in ways that appeal to different groups;</li> <li>• identify knowledge, values and practices that influence their reading/viewing of texts.</li> </ul> <p>Cr 4.3</p> <p>When writing and shaping, students:</p> <ul style="list-style-type: none"> <li>• choose aspects of subject matter, attributes, processes and visual resources to construct representations of people, places, events and things in ways that appeal to certain groups.</li> </ul>

Learning Area/Syllabus	Level (approximate years of schooling)	Strand	Level statement and Outcomes
	Level 5 (Years 8 & 9)	Cultural Strand: Making meanings in contexts	<p>Cu 5.1</p> <p>When speaking, students:</p> <ul style="list-style-type: none"> <li>• take account of the demands of different media.</li> </ul> <p>When listening, students:</p> <ul style="list-style-type: none"> <li>• make meanings from spoken and multimodal texts with accessible but challenging subject matter;</li> <li>• judge whether subject matter is effective for purpose(s) and appropriate for audience(s).</li> </ul> <p>Cu 5.2</p> <p>When reading and viewing, students:</p> <ul style="list-style-type: none"> <li>• interpret texts with accessible but challenging subject matter and draw conclusions about meanings;</li> <li>• identify and explain choices made to achieve particular purposes, appeal to, and establish certain relationships with audiences.</li> </ul>

Learning Area/Syllabus	Level (approximate years of schooling)	Strand	Level statement and Outcomes
		Critical Strand: Evaluating and reconstructing meanings in texts	<p><b>Cr 5.1</b></p> <p>When speaking, students:</p> <ul style="list-style-type: none"> <li>• construct textual representations of people, places, things, events and concepts by selectively making choices to position listeners.</li> </ul> <p>When listening, students:</p> <ul style="list-style-type: none"> <li>• identify some cultural assumptions that have shaped textual representations and justify their viewpoint by referring to specific uses of textual resources that position listeners;</li> <li>• make suggestions about likely consequences of certain representations.</li> </ul> <p><b>Cr 5.2</b></p> <p>When reading and viewing, students:</p> <ul style="list-style-type: none"> <li>• identify obvious cultural assumptions about groups that shape textual representations;</li> <li>• identify and explain how readers/viewers are positioned by these representations and justify their interpretations by referring to the use of particular textual resources;</li> <li>• suggest likely consequences of some representations;</li> <li>• identify and describe how knowledge, values and practices available in the culture influence some of their responses to and interpretation of texts.</li> </ul> <p><b>Cr 5.3</b></p> <p>When writing and shaping, students:</p> <ul style="list-style-type: none"> <li>• make selective choices to position readers/viewers in certain ways when constructing representations of characters/people, places, things, events, or concepts.</li> </ul>

# SOUTH AUSTRALIA

To identify outcomes which your materials support, quote Learning area, Standard and Outcome code.

**Table Five:**

Learning area	Standard (approximate years of schooling)	Strand	Outcomes
Society and Environment	Standard 1 (Years 1 & 2)	Social systems	Outcome 1.10 Describes the meaning of needs and wants, and how people cooperate in society to meet needs. Evidence: sorting out what is a 'need' and a 'want' in particular situations.  Outcome 1.11 Identifies the sources of some goods and services and can explain the ways our daily living depends on them.
	Standard 2 (Years 3 & 4)		Outcome 2.10 Describes examples of the provision of goods and services in societies, past and present. Evidence: identifies and explains some differences between various goods and services available locally, and describes places where they obtain a product or service and how this is organised.
	Standard 3 (Years 5 & 6))		Outcome 3.11 Analyses an example of the flows in provision of a product or service, including links to resources, money, transport, technology and communication, considering fairness for human and environmental sustainability.
	Standard 4 (years 7 & 8))		Outcome 4.11 Identifies factors that should be analysed by consumers, producers and governments regarding their decisions about goods and services, including people's work.

Learning area	Standard (approximate years of schooling)	Strand	Outcomes
Mathematics	Standard 1 (Years 1 & 2)	Number	1.7 Describes, represents and uses a variety of counting strategies and the four number operations to estimate and quantify collections of objects, units of comparison and amounts of money.
		Patterns and algebraic reasoning	1.11 Describes and represents situations from personal and family experiences and interaction with the environment where there is change over time.
	Standard 2 (Years 3 & 4)	Number	2.8 Uses a variety of estimating and calculating strategies, including memorising addition and subtraction facts with whole numbers, and with money represented as decimals.
		Patterns and algebraic reasoning	2.11 Uses materials, data and informal graphs to represent change.
	Standard 3 (Years 5 & 6)	Exploring, analysing and modelling	3.1 Poses questions, determines a sample, collects and records data including related data, represents sample data in order to investigate the world around them.
		Patterns and algebraic reasoning	3.9 Describes and generalises relationships between measurable attributes as patterns and explains the impact of varying one aspect of the relationship. 3.11 Uses mathematical representations to make connections and analyse change.
	Standard 4 (Years 7 & 8)	Exploring, analysing and modelling	4.1 Poses questions, appropriately designs a survey, collects data and classifies sequence, collapses, tabulates and represents the data with and without ICTs. 4.2 Reads and describes information in given tables, diagrams, line and bar graphs. Makes predictions based on the information, understanding the limitations of data interpretation and the possible social consequences of these limitations. 4.3 Interprets data and makes numerical statements about probability, models situations, using data to validate their theories about the fairness of everyday situations including hypothetical situations.

Learning area	Standard (approximate years of schooling)	Strand	Outcomes
	Standard 5 (Years 9 & 10)	Exploring, analysing and modelling	5.1 Plans experiments and surveys; checks data for inconsistencies; and represents and reports on central tendency and spread of data.
		Analysing and modelling change	5.15 Draws, describes and justifies graphical relationships between variables. 5.16 Describes change and varying rates of change and makes predictions when analysing graphical information.
English	Standard 1 (Years 1 & 2)	Texts and contexts	1.3 Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experience. 1.4 Composes a range of texts that include topics of personal interest and some related ideas, and that can be understood by others.
	Standard 2 (Years 3 & 4)		2.3 Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes. 2.4 Composes a range of texts that include interrelated ideas and information about familiar topics and shows an awareness of different audiences, purposes and contexts.
	Standard 3 (Years 7 & 8)		3.3 Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts. 3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context.
	Standard 4 (Years 7 & 8)		4.3 Reads and views a range of texts containing multiple social and cultural perspectives and examines personal and diverse understandings of the contemporary world.

Learning area	Standard (approximate years of schooling)	Strand	Outcomes
			4.4 Composes a range of texts that include detailed information and explore different perspectives about a range of issues and adjusts texts for particular audiences, purposes and contexts.
	Standard 5 (Years 9 & 10)		5.3 Reads and views a range of texts containing challenging ideas and issues and multiple views of the past, present and future and examines some relationships between texts, contexts, readers and producers of texts.  5.4 Composes a range of texts that include detailed information and explore different perspectives about diverse topics or issues and adjusts the text to produce an intended effect upon the audience.

# TASMANIA

To identify outcomes which your materials support, quote the Essential Learning, Standard and Key element.

**Table Six:**

Essential Learning	Standard (approximate years of schooling)	Key element	Outcomes
Thinking	Standard 3 (Years 3–5)	Inquiry	Understands how to plan and carry out investigations relevant to questions that have been identified using inquiry strategies and processes.
	Standard 4 (Years 6–8)		Understands the processes of issues identification, data collection, selection of strategies, evaluation of findings and creation of solutions
	Standard 5 (Years 9 & 10)		Understands how to design and conduct investigations through deliberate research, drawing on the understanding, processes and skills derived from disciplines and reflecting upon the quality of conclusions and methodologies used.
Communicating	Standard 3 (Years 3–5)	Being literate	Understands how to select and use communications for different audiences, purposes and contexts.
		Being numerate	Understands how to explore, refine and communicate more effective ways of thinking and acting mathematically in familiar situations.
		Being information literate	Understands why information is useful and valuable and why it should be used responsibly. Locates, organises and synthesises information and uses technology tools to create a product which effectively communicates their understanding.
	Standard 4 (Years 6–8)	Being literate	Understands how to construct and deconstruct communications designed for particular effects.
		Being numerate	Understands how to consistently select and justify effective mathematical strategies and choose the most effective strategy for communicating information and solving problems in a variety of situations.

Essential Learning	Standard (approximate years of schooling)	Key element	Outcomes
		Being information literate	Understands how to use advanced search techniques and critically evaluate information sources. Structures and manages personal collections of information. Synthesises information and creatively uses it and technology in responsible and ethical ways.
	Standard 5 (Years 9 & 10)	Being literate	Understands the sophisticated ways in which communications may be varied and combined to fulfil a range of requirements for learning, life and work.
		Being numerate	Understands how and when to use mathematical ideas effectively and critically when interpreting and communicating information and solving problems encountered in life.
		Being information literate	Understands own information needs. Uses technology as a tool to solve problems. Critically, collaboratively and ethically engages in local and global learning communities. Applies prior understandings to effectively use new software and hardware tools.
Personal Futures	Standard 3 (Years 3–5)	Creating and pursuing goals	Understands how and why we work collectively to achieve goals. Understands the strengths and weaknesses of plans and how this affects the implementation and realisation of goals.
	Standard 4 (Years 6–8)		Understands how to set personal and group goals, justifying choices in selecting and following plans and evaluating the effectiveness of the choices they have made.
	Standard 5 (Years 9 & 10)		Understands how to effectively prioritise, implement and adjust plans in ways that reflect changing world views and the impact these have on self and others.
Social Responsibility	Standard 3 (Years 3–5)	Acting democratically	Understands how to use a range of democratic processes and ideas, and participates actively and responsibly in a range of school and community groups.
	Standard 4 (years 6–8)		Understands how to apply democratic processes and ideas, and participates actively and responsibly in a range of school and community groups.
	Standard 5 (Years 9 & 10)		Understands how to participate actively and responsibly in a range of communities and acts to embed democratic values and processes in civic life.

# VICTORIA

To identify standards (outcomes) which your materials support, quote Domain, Level and Dimension.

**Table Seven:**

Domain	Level (approximate years of schooling)	Dimension	Standard (Outcome)
Economics	Level 4 (Years 6 & 7)	Economic knowledge and understanding	At Level 4 students describe the nature of the economic problem (scarcity) and explain how selected goods and services are produced and distributed. Students describe the difference between needs and wants, and their own roles as producers and consumers of goods and services. They explain the need to be an informed consumer. They explain the role of work in society and distinguish between paid and unpaid work. They compare different types of work and enterprise in the local community. Students demonstrate basic understanding about personal money management and the role of banking, budgeting and saving.
		Economic reasoning and interpretation	At Level 4 students use the inquiry process to plan economics investigations about economic issues in the home, school or local community and form conclusions supported by evidence.
	Level 5 (Years 8 & 9)	Economic knowledge and understanding	At Level 5 students explain the nature of the economic problem and how economic choices involve trade-offs that have both immediate and future consequences. They explain key factors that influence the Australian economy, including the quantity and quality of factors involved in production, resource use, ownership and management, and types of businesses. Students make informed economic and consumer decisions, demonstrating the development of personal financial literacy. They describe factors that affect choice of employment and opportunities for current and future work, and explain the relationship between education, training and work opportunities. Students identify and describe ways the government influences economic outcomes at the personal, local and national level.
		Economic reasoning and interpretation	At Level 5 students use the inquiry process to plan economic investigations, analyse and interpret data, and form conclusions supported by evidence. They form and express opinions on economic issues that interest and/or impact on them personally, or locally and/or nationally.

Domain	Level (approximate years of schooling)	Dimension	Standard (Outcome)
	Level 6 (Year 10)	Economic knowledge and understanding	At Level 6 students describe how markets, government policies, enterprise and innovation affect the economy, society and environment in terms of employment, economic growth, the use and provision of resources, exports and imports, and ecological sustainability. They analyse how goods and services are produced and how markets work. They predict how prices will change when there is either a surplus or shortage, and explain how this might influence the behaviour of consumers and producers... They discuss and explain what it means to be an ethical consumer and producer and identify examples of ways values can affect the economic decision making of consumers, producers and governments. ... They explain the role and significance of saving and investment for individuals and for the economy, and demonstrate the skills required to successfully plan and manage personal finances.
		Economic reasoning and interpretation	At Level 6 students use economic reasoning, including cost-benefit analysis, to research and propose solutions to economic issues and problems of global significance, and to clarify and justify values and attitudes. They plan and conduct investigations in order to research an economic problem and/or argue the validity or otherwise of their own hypotheses. They use relevant economic concepts and relationships to evaluate economic propositions, proposals and policies, and debate the costs and benefits of contentious economics-related issues of local, national or international concern. Students interpret reports about current economic conditions, both national and global, and explain how these conditions can influence decisions made by consumers, producers and government policymakers. Students demonstrate an awareness of the impact of values and beliefs on economic issues, and how differences may be identified, negotiated, explained and possibly resolved.
Mathematics	Level 3 (Years 4 & 5)	Working mathematically	At Level 3 students ... Students apply number skills to everyday contexts such as shopping, with appropriate rounding to the nearest five cents. Students illustrate tiling patterns and stacking of solids. They identify familiar places and routes from local and regional maps and diagrams, and relate daily activities to clock times. Students describe uses of mathematics in earlier times with respect to different numeration systems and bases, place value and algorithms for computation. Students use a calculator to check the accuracy of estimations and computations involving whole numbers and decimals to two places. They use a calculator to identify and classify the form of decimal values that result from division of natural numbers.
	Level 4 (Years 6 & 7)	Number	At Level 4 students ... explain and use mental and written algorithms for the addition, subtraction, multiplication and division of natural numbers; the addition, subtraction, multiplication of decimals (to two decimal places); and the addition, multiplication and subtraction of common fractions. ... They construct and recognise multiples of integers (including lowest common multiple) and common fractions, and interpret constant multiples of a

Domain	Level (approximate years of schooling)	Dimension	Standard (Outcome)
			number as scale factors of the number. They use decimals, ratios and percentages to find equivalent representations of common fractions.
		Working mathematically	At Level 4 students explain why a few successful examples are not sufficient to form a generalisation and how a single counter-example suffices to invalidate a generalisation. They make and test conjectures about the generalised forms of numbers in terms of divisors, factors and remainders; shapes and their properties and related measurements. Students use appropriate physical models and graphs when testing the truth of conjectures. They design algorithms as models of mathematical processes such as the construction of an equilateral triangle. They engage in a planned investigation involving mathematical modelling and refine a model in terms of its formulation and interpretation. .... Students identify situations in everyday life where estimates of numbers and computations are considered appropriate, and investigate the methods used to make these estimates and estimate likelihood from simulations.
	Level 5 (Years 8 & 9)	Working Mathematically	At Level 5 students analyse the reasonableness of points of view and procedures, according to given criteria, and identify limitations and/or constraints in context. They use literal symbols to represent constants, and arbitrary (free) variables in general case arguments, with respect to number, space and structure. .... Students develop simple mathematical models for familiar and unfamiliar situations based on the identification of characteristic conditions such as symmetry, invariance and constant rates of change. They apply standard mathematical models and make predictions based on interpolation (working with what is already known) and extrapolation (working beyond what is already known) using known computations and established constructions. Students use technology for complicated numerical computation, including the construction of tables of values for functions that involve very small and very large numbers. They use technology to implement simple programs for special-purpose algorithms.
	Level 6 (Year 10)	Measurement chance and data	At Level 6 students ... generate data using surveys, experiments, simulations and sampling procedures. They comprehend the difference between a population and a sample, and collect, display and compare uni-variate and bi-variate data sets as samples drawn from populations. They use appropriate summary statistics, obtained by hand (small data sets only) and with technology, to calculate and represent centrality (mode, median and mean), spread (box-and-whisker-plot, inter-quartile range, outliers) and association (by-eye estimation from a scatter plot). They distinguish informally between association and causal relationship in bi-variate data, and make predictions based on a by-eye line of best fit for scatter-plot data with strong association between two variables.

Domain	Level (approximate years of schooling)	Dimension	Standard (Outcome)
		Working Mathematically	Students investigate situations and solve problems set in a wide range of practical, theoretical and historical contexts, both within Mathematics and across domains. They consider cases that involve generalising from one situation to another and changing the initial constraints, or other boundary conditions, of a situation in order to investigate it further.
English	Level 3 (Years 4 & 5)	Reading	At Level 3 students read and respond to a range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts and make inferences about characters' qualities, motives and actions. They identify how language is used to represent characters, people and events in different ways. They use several strategies to locate, select and record key information from texts.
		Writing	At Level 3 students write print and electronic texts of several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. ... They order information and sequence events using detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information.
		Speaking and listening	At Level 3 students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information. They listen attentively to factual spoken texts and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.
	Level 4 (Years 6 & 7)	Reading	At Level 4 students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts. ... They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.
		Writing	At Level 4 students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They use

Domain	Level (approximate years of schooling)	Dimension	Standard (Outcome)
			simple figurative language and a range of vocabulary, punctuation, grammar and visual images. They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns, and employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.
		Speaking and listening	At Level 4 students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning. When listening, they identify the main idea and supporting details of spoken texts and summarise them for others. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.
	Level 5 (Years 8 & 9)	Reading	At Level 5 students read and view imaginative, informative and argumentative texts that explore ideas and information related to challenging themes and issues. They identify the themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. ... They infer meanings and messages in texts, analyse how social values or attitudes are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.
		Writing	At Level 5 students produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. ... They write arguments that state and justify a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues. They edit their writing for clarity, coherence and consistency of style, and proofread and correct spelling, punctuation and grammatical errors.
		Speaking and listening	At Level 5 students express creative and analytical responses to texts, themes and issues. They identify main issues in a topic and provide supporting detail and evidence for opinions. They critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes. They use a variety of multimedia to support individual presentations in which they inform or persuade an audience. When listening to others, students ask clarifying questions and build on the ideas of others. They identify key ideas and take notes. They show an awareness of the influence of audience on the construction and presentation of spoken texts, and of how situational and sociocultural factors affect audience responses.

Domain	Level (approximate years of schooling)	Dimension	Standard (Outcome)
	Level 6 (Year 10)	Reading	At Level 6 students ... read, view, analyse and discuss informative and argumentative texts, such as current affairs and news articles, features, editorials, documentaries and reviews. They identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They compare and contrast the typical features of particular texts. They synthesise information from different texts to draw conclusions.
		Writing	At Level 6 students ... write argumentative texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives on complex themes and issues. They select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information. They compose a range of other texts, such as feature articles or web pages. They plan and deliver presentations, sequencing and organising complex ideas, and proofread and edit their own writing for accuracy, consistency and clarity.
		Speaking and listening	At Level 6 students analyse critically the relationship between texts, contexts, speakers and listeners in a range of situations. When engaged in discussion, they compare ideas, build on others' ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. In their presentations, they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations. They draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues or information imaginatively to interest an audience.

# WESTERN AUSTRALIA

To identify outcomes which your materials support, quote Learning area, Level and Outcome code.

**Table Eight:**

Learning area	Level (approximate years of schooling)	Strand	Outcome
Society and Environment	Level 3 (Years 3 & 4)	Resources	R 3.1: Understands that people make choices in their use of limited resources. R 3.2: Understands that people attempt to be enterprising in their management of resources. R 3.3: Understands that individuals and groups value different forms of work.
		Natural and social systems	NSS 3.3: Understands that flows exist in the production, distribution and exchange of goods or services.
	Level 4 (Years 5 & 6)	Resources	R 4.1: Understands that people can make decisions about efficient resource use. R 4.2: Understands that people make decisions in order to be efficient and enterprising in their use of resources. R 4.3: Understands that people act in various ways to make workplaces more effective.
		Natural and social systems	NSS 4.3: Understands that people respond to change by making decisions about the production, distribution and exchange of goods and services.
	Level 5 (Years 7 & 8)	Resources	R 5.1: Understands that people's ability to make efficient use of resources is affected by their access to, and ownership of, various resources. R 5.2: Understands that people's ability to manage resources in enterprising ways is affected by their access to, and ownership of, various resources.

Learning area	Level (approximate years of schooling)	Strand	Outcome
			R 5.3: Understands that the structure of workplaces influences the extent to which people can improve their effectiveness.
		Natural and social systems	NSS 5.3: Understands how and why changes in economic systems occur to ensure people's needs and wants are satisfied.
	Level 6 (Years 9 & 10)	Resources	R 6.1: Understands that the extent to which people are able to meet their needs and wants is influenced by their level of access to, and ownership of, resources. R 6.2: Understands that the quality of management decisions impacts on people's ability to satisfy their needs and wants. R 6.3: Understands that a variety of circumstances affect the opportunities for people to participate effectively in workplaces.
		Natural and social systems	NSS 6.3: Understands people affect, and are affected by, changes to interrelationships and elements in economic systems.
Mathematics	Level 3 (Years 3 & 4)	Working mathematically	WM 5.3: Understands mathematical conjectures as being more than simply a guess, makes straightforward tests of conjectures and discards those that fail the test.
		Chance and data	C&D 13a.3: Contributes to discussions to clarify what data would help to answer particular questions and takes care in collecting, classifying, sequencing and tabulating data in order to answer those questions. C&D 13b.3: Displays and summarises data using frequencies, measurements and many-to-one correspondences between data and representation. C&D 14c 3: Reads and makes sensible statements about the information provided in tallies and in simple tables, diagrams, pictographs and bar graphs.

Learning area	Level (approximate years of schooling)	Strand	Outcome
		Number	N 8.3: Adds and subtracts whole numbers, money and fractions with the same denominator, multiplying and dividing by one-digit whole numbers, using mainly mental strategies for doubling, halving, adding to 100 and additions and subtractions derived readily from basic facts.
	Level 4 (Years 5 & 6)	Working mathematically	WM 5.4: Uses examples to support or refute mathematical conjectures and attempts to make simple modifications of conjectures on the basis of examples.
		Chance and data	C&D 13a.4: Collaborates with peers to plan what data to collect and how to classify, sequence and tabulate them to answer particular questions, and sees the need to vary methods to answer different questions. C&D 13b.4: Displays frequency and measurement data using simple scales on axes and some grouping, and summarises data with simple fractions; highest, lowest and middle scores and means. C&D 14c 4: Reads and makes sensible statements about the information provided in tables, diagrams, line and bar graphs, fractions and means, and comments on how well the data answers questions.
		Number	N 8.4: Calculates with whole numbers, money and measures (at least multipliers and divisors to 10), drawing mostly on mental strategies to add and subtract two-digit numbers and for multiplications and divisions related to basic facts, including finding the unit fraction of a number which is a multiple of the denominator.
		Algebra	A 17a.4: Interprets tables and graphs showing two quantities changing with respect to each other in everyday situations. A 17b.4: Understands that some quantities display variation.
	Level 5 (Years 7 & 8)	Working mathematically	WM 5.5: Draws on mathematical knowledge to give reasons for conjectures before testing them, and refines and modifies conjectures as a result of testing.
		Chance and data	C&D 13a.5: Collaborates to plan and refine survey questions and other observation methods for one- and two-variable data and simulations and collects and records data, including using databases that are planned with

Learning area	Level (approximate years of schooling)	Strand	Outcome
			<p>help.</p> <p>C&amp;D 13b.5: Displays one- and two-variable data in tables and plots and summarises data with fractions, percentages, means, modes and medians.</p> <p>C&amp;D 14.5: Reads and makes sensible statements about trends and patterns in the data in tables, diagrams, plots, graphs and summary statistics and comments on data collection processes and results.</p>
		Number	<p>N 8.5: Calculates with integers, decimals and fractions (well-known equivalences, whole-number multipliers and divisors), using mostly mental strategies for integers, money and readily-visualised fractions.</p>
		Algebra	<p>A 17a.5: Generates and plots data in four quadrants, describing patterns in the resulting scatter of points and interpreting the graph.</p> <p>A 17b.5: Sketches informally and interprets graphs which describe the relationship between two quantities in familiar situations.</p>
	Level 6 (Years 9 & 10)	Working mathematically	<p>WM 5.6: Makes generalisations by abstracting common mathematical features from situations or data, tests by making varied and/or systematic checks of additional cases and understands that only counter-examples are conclusive.</p>
		Chance and data	<p>C&amp;D 13a.6: Plans experiments, surveys, simulations and secondary data collections collaboratively and independently, checking that data are recorded and organised correctly, including those in databases.</p> <p>C&amp;D 13b.6: Displays and summarises to show location and variability, including situations where some grouping of data is required, in order to compare data sets and to show relationships between data sets, including box and whisker plots and standard scores.</p> <p>C&amp;D 14.6: Interprets, makes comparisons and describes relationships in collected and published data from tables, diagrams, plots, graphs, text, summary statistics and databases, distinguishing between sample and population data.</p>
		Number	<p>N 8.6: Calculates with positive and negative numbers, decimals, fractions, ratios and integer powers, using</p>

Learning area	Level (approximate years of schooling)	Strand	Outcome
			mostly mental strategies, including those for frequently used fractions and percentages of amounts.
		Algebra	A 17a.6: Recognises and represents at least linear, quadratic and exponential relationships in tables, symbols and graphs. Plots, sketches and interprets graphs, considering points, interval lengths, increases and decreases over an interval, and slope. A 17b.6L: Describes informally how one quantity varies with the other; explores the relationship between proportion and linear graphs.
English	Level 3 (Years 3 & 4)	Listening and speaking	LS 3.1: Obtains closely connected or related information from informational and expressive spoken texts; follows peer discourse in group discussions; and identifies key information in audio or video texts with accessible topics.  Interacts to express opinions and perceptions, participates in problem-solving discussions with peers and gives brief reports and summaries.
		Viewing	V 3.2: Recognises the relationship among context, form and values, including simple symbolic representations, identifying purpose and meaning.
		Reading	R 3.2: Interprets simple symbolic meanings and identifies stereotypes in texts and discusses their purpose and meaning.
		Writing	W 3.2: Recognises that certain text types and features are associated with particular audiences and purposes.
	Levels 4 (Years 5 & 6)	Listening and speaking	LS 4.1: Identifies the main ideas and explicit supporting details of clearly-structured spoken informational or expressive texts and identifies alternative viewpoints in spoken, audio and video texts on an issue relating to an accessible topic.  Develops and presents familiar ideas and information and supports opinions with some detail in a variety of classroom situations.

Learning area	Level (approximate years of schooling)	Strand	Outcome
		Viewing	V 4.2: Recognises that visual texts are constructed for particular purposes and to appeal to certain groups.
		Reading	R 4.2: Recognises that texts are constructed for particular contexts, purposes and to appeal to certain groups.
		Writing	W 4.2: Adjusts writing to take account of aspects of context, purpose and audience.
	Levels 5 (Years 7 & 8)	Listening and speaking	LS5.1: Processes ideas and information from a range of classroom texts about accessible topics dealing with challenging ideas, including sustained teacher and peer discourse and audio and video texts. Interacts with others to discuss accessible topics involving challenging ideas and issues.
		Viewing	V 5.2: Explains possible reasons for varying interpretations of a visual text.
		Reading	R 5.2: Explains possible reasons for varying interpretations of texts.
		Writing	W 5.2: Selects language to suit a specific audience, purpose and context and adapts the language structures and conventions necessary for clear communication.
	Levels 6 (Years 9 & 10)	Listening and speaking	LS5.1: Processes ideas and information from a range of classroom texts about accessible topics dealing with challenging ideas, including sustained teacher and peer discourse and audio and video texts. Interacts with others to discuss accessible topics involving challenging ideas and issues.
		Viewing	V 6.2: Considers the influence of sociocultural contexts on text construction and interpretation.
		Reading	R 6.2: Considers the influence of sociocultural contexts on the construction and interpretation of texts.

Learning area	Level (approximate years of schooling)	Strand	Outcome
		Writing	W 6.2: Controls writing and varies expression to enhance the effect and to meet the expectations of different audiences, purposes and contexts.