2012 Learning Area Achievement Standards for the Northern Territory

CONTENTS

INTRODUCTION

The implementation of the Australian Curriculum in the Northern Territory (NT) in 2012 requires teachers to assess student achievement against learning area achievement standards. This represents a change in paradigm for NT teachers who have been teaching, assessing and reporting within an outcomes-focused curriculum framework since 2002. As the roll-out of Australian Curriculum (AC) learning areas is being staged over a number of years this requires teachers to teach using two curricula.

To reduce complexities of also assessing and reporting within a dual curriculum environment, the Department of Education and Training has re-constructed the Northern Territory Curriculum Framework (NTCF) outcomes into achievement standards to enable a consistent assessment and reporting methodology. This will allow teachers to assess student learning against achievement standards for AC subjects published to date and all NTCF outcomes (excluding English and mathematics).

The new NTCF year level achievement standards are based on the 2002 NTCF alignment of NTCF Bands with approximate year levels.

NTCF	KGP3	Band 1		Band 2		Band 3		Band 4		Band 5	
Achievement standards	Transition	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10

The NT Achievement Standards (comprising AC and NTCF standards) are presented in a variety of formats.

- The *2012 Learning Area Achievement Standards for the Northern Territory* booklet (this publication).
- *Year at a Glance* A3 sheet presenting all achievement standards for each year from Transition to Year 10.
- *Learning area at a glance* A3 sheet for Primary, Middle and Senior Years teachers presenting all achievement standards for each learning area.

Australian Curriculum and NTCF achievement standards have been differentiated in each publication by different colour headers e.g. gold for AC and blue for NTCF. Science is represented in both the AC and NTCF standards to cater for schools' varying implementation plans. Language achievement standards represent the growth of developing language skills (similar to English as a Second Language Levels). They are consequently not year level or age-based.

Australian Curriculum achievement standards in this document are the current version 3.0 (23/01/2012).

Each of these publications can be accessed from the DET Learning Links portal. URL is https://portal.ntschools.net/sites/LearningLinks/default.aspx

Transition	Year 1
Receptive (listening, reading and viewing) By the end of the Transition students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters. They identify the letters of the English alphabet, and use the sounds represented by most letters. They listen to and use appropriate language to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words**.** **Productive (speaking, writing and creating)** Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words**.** When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper and lower case letters.	**Receptive (listening, reading and viewing)** By the end of Year 1 students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations. They listen for, and reproduce letter patterns and letter clusters. **Productive (speaking, writing and creating)** Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper and lower case letters.

Year 2	Year 3
Receptive (listening, reading and viewing) By the end of Year 2 students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.	**Receptive (listening, reading and viewing)** By the end of Year 3 students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.
Productive (speaking, writing and creating) When discussing their ideas and experiences they use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.	**Productive (speaking, writing and creating)** Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback, and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Year 4	Year 5
Receptive (listening, reading and viewing) By the end of Year 4 students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions. **Productive (speaking, writing and creating)** Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources, and use accurate spelling and punctuation, editing their work to improve meaning.	**Receptive (listening, reading and viewing)** By the end of Year 5 students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. **Productive (speaking, writing and creating)** Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Year 6	Year 7
Receptive (listening, reading and viewing) By the end of Year 6 students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.	**Receptive (listening, reading and viewing)** By the end of Year 7 students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.
Productive (speaking, writing and creating) Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity, and make and explain editorial choices.	**Productive (speaking, writing and creating)** Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

Year 8	Year 9
Receptive (listening, reading and viewing) By the end of Year 8 students understand how the selection of text structures is influenced by the selection of language mode and varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.	**Receptive (listening, reading and viewing)** By the end of Year 9 students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.
Productive (speaking, writing and creating) Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.	**Productive (speaking, writing and creating)** Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Year 10	
Receptive (listening, reading and viewing) By the end of Year 10 students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects. **Productive (speaking, writing and creating)** Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact and accurately use spelling and punctuation when creating and editing texts.	

Transition	Year 1	Year 2
By the end of the Transition students identify similarities and differences between families. They recognise how important family events are commemorated.	By the end of Year 1 students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.	By the end of Year 2 students analyse aspects of daily life to identify how some aspects of life have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.
Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.	Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.	Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Year 3	Year 4	Year 5
By the end of Year 3 students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.	By the end of Year 4 students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.	By the end of Year 5 students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.
Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.	Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.	Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Year 6	Year 7	Year 8
By the end of Year 6 students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.	By the end of Year 7 students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.	By the end of Year 8 students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.
Students sequence events and people (their lifetime) in chronological order and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.	Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources, and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.	Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts; evidence identified in sources, and acknowledges their sources of information.

Year 9	Year 10
By the end of Year 9 students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.	By the end of Year 10 students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.
Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.	Students sequence events and developments within a chronological framework, and identify relationships between events across different periods of time and places. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Transition	Year 1
By the end of the Transition students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.	By the end of Year 1 students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.

Year 2	Year 3
By the end of Year 2 students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They list outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.	By the end of Year 3 students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.

Year 4	Year 5
By the end of Year 4 students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.	By the end of Year 5 students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.
Students use the properties of odd and even numbers. They recall multiplication facts to 10X10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.	Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes as probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

Year 6	Year 7
By the end of Year 6 students recognise the properties of prime, composite, square and triangular numbers. They describe the use of positive and negative whole numbers and zero in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.	By the end of Year 7 students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

Year 8	Year 9
By the end of Year 8 students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of representative data and the effect of outliers on means and medians in that data.	By the end of Year 9 students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.
Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.	Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Year 10	
By the end of Year 10 students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to right prisms. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bi-variate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.	

Transition	Year 1
By the end of the Transition students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.	By the end of Year 1 students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments.
Students share observations of familiar objects and events.	Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.

Year 2	Year 3
By the end of Year 2 students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.	By the end of Year 3 students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.
Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.	Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.

Year 4	Year 5
By the end of Year 4 students apply the observable properties of materials to explain how objects and materials can be used. They use contact and non-contact forces to describe interactions between objects. They discuss how natural and human processes cause changes to the Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to ask questions and make predictions. They describe situations where science understanding can influence their own and others' actions.	By the end of Year 5 students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected peoples' lives and how science knowledge develops from many peoples' contributions.
Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations. They discuss ways to conduct investigations and safely use equipment to make and record observations. They use provided tables and simple column graphs to organise their data and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why their methods were fair or not. They complete simple reports to communicate their methods and findings.	Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.

Year 6	Year 7
By the end of Year 6 students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures.	By the end of Year 7 students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on, different groups in society.
Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.	Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

Year 8	Year 9
By the end of Year 8 students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.	By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.
Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.	Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Year 10	
By the end of year 10 students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for the scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review. Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.	

Transition	Year 1	Year 2
By the end of Transition students describe and demonstrate health related habits and identify known people and products needed to maintain and promote health and safety. They classify and taste a variety of familiar foods. Students describe how people physically change as they grow older and demonstrate skills needed to initiate and maintain healthy relationships in various groups.	By the end of Year 1 students apply basic elements of health care. Students identify health-care providers and services in the community. They identify and prepare a variety of foods that benefit their own health. Students identify and describe people at different stages of development, identify and describe positive relationships and participate safely in group activities.	By the end of Year 2 students explain the importance of achieving balance between the dimensions of health. Students describe health care providers' roles in keeping us healthy and safe. Students identify a variety of foods and their benefit to individual health and well-being and prepare and eat simple recipes. Students compare people at different stages of development, identify the qualities of healthy friendships and participate in activities that encourage cooperation.
Students demonstrate simple movement patterns using various parts of the body. They display confidence and safe practices in sharing equipment and playing games. Students willingly participate regularly in physical activity.	Students perform simple movement sequences individually. They perform basic motor skills while using equipment safely in a variety of physical activities and games. Students identify their feelings during and after activities and games, in a range of environments, and discuss ways to ensure all the class is included.	Students select and apply appropriate simple movement sequences individually, in groups or in teams. They confidently use basic motor skills while using equipment safely and following simple rules in a variety of physical activities and games. Students identify aspects of both short and continuous periods of exercise on self and willingly participate regularly in periods of moderate to vigorous physical activity.

Year 3	Year 4	Year 5
By the end of Year 3 students, investigate ways in which health and well-being can be enhanced and maintained. They discuss the nutritional value of foods and analyse own lunchbox choices. Students identify the changes that occur throughout life and describe quality personal relationships.	By the end of Year 4 students demonstrate ways in which health and well-being can be enhanced and maintained including investigating products, services and information. They investigate the nutritional value and costs of meals and create healthy menus. Students explain the changes in growth and development that occur throughout life and identify healthy and unhealthy patterns in relationships.	By the end of Year 5 students identify and discuss health messages in the media, they consider strategies used to improve personal safety and well-being, and locate agencies and sources that can provide current, reliable advice on health and lifestyle issues. Students identify and evaluate the credibility of sources of information on food. Students identify the physical, social and emotional changes that occur during puberty and identify different group roles and associated behaviours.
Students begin to show control while performing simple movement patterns and motor skills. Students participate in minor games using equipment, working cooperatively, safely and demonstrating knowledge of simple rules and procedures. Students regularly participate in periods of regular moderate to vigorous physical activity to promote fitness. Students compare aspects of both short and continuous periods of exercise on self and others and identify ways of increasing own participation in physical activity.	Students demonstrate control in performing sequences of simple movement patterns and begin to apply motor skills with equipment in skill activities and minor games using safe and fair practices. Students regularly participate in moderate to vigorous physical activities designed to develop aspects of fitness. Students discuss physical activities family and friends participate in to be physically active.	Students demonstrate safety and control while linking a number of movement sequences and motor skills incorporating equipment. Students participate fairly and safely in modified games and sports. Students actively participate regularly in a range of moderate to vigorous games and sports to develop fitness. Students identify and discuss links between physical activity and health and identify ways that family and friends can be physically active.

Year 6	Year 7	Year 8
By the end of Year 6 students analyse images of health, develop strategies to promote personal safety and well-being and investigate the health services available to different groups in the community. Students plan strategies and prepare foods for healthy eating. Students identify the physical, social and emotional changes that occur during puberty and plan actions to manage these changes. They explain how taking on different roles affects relationships and behaviours.	By the end of Year 7 students analyse the influence of individual behaviour on major causes of illness, injury and prevention strategies. They discuss mental health, peer group influence community safety and well-being. Students identify and design a strategy to promote a health issue at school or in the community. Students identify the stages of development in terms of sexual maturation and identify self-management skills that will assist in coping effectively in a range of familiar situations.	By the end of Year 8 students evaluate behaviours, situations and programs that recognise community health needs including substance use and life style choices, and explain their influence on personal and community safety and well-being. They take action to address a nutrition issue and promote to the school or broader community. Students discuss the stages of development in terms of sexual maturation and explain self-management skills that will assist in coping effectively in a range of situations including changes in development and relationships.
Students display consistency, and control while performing connected movement sequences and motor skills incorporating equipment. Students use relevant motor skills proficiently to participate fairly and safely in modified games and sports. Students actively participate regularly in a range of moderate to vigorous games, and sports that develop various aspects of fitness. Students analyse influences that affect their own and others' participation in physical activity.	Students develop coordinated actions of all body parts while performing a range of connected movement sequences and motor skills in sporting situations. Students identify and design basic game tactics and participate safely in sporting situations. Students energetically participate regularly in a range of moderate to vigorous games and sports that develop all aspects of fitness. Students analyse factors that influence participation in physical activities.	Students demonstrate coordinated actions of all body parts while performing a range of connected movement sequences and motor skills in sporting situations. Students devise and implement game tactics and develop safe practices in sporting situations. Students develop and explain their own views about fitness and with assistance plan and participate in a personal fitness program containing regular moderate and vigorous physical activity. Students evaluate resources and strategies which engage people in physical activity.

Year 9	Year 10
By the end of Year 9 students evaluate personal health and safety plans and research community initiatives to promote health and safety. They analyse patterns in food selection, eating behavior and diet, and develop ways to address areas of concern in eating and diet. Learners identify self-management skills that enable them to make informed decisions for healthy living, and explain how attitudes promote personal health and wellbeing and positive personal relationships.	By the end of Year 10 students develop and act on a personal health and safety plan and evaluate community initiatives to promote health and safety. They analyse the relationship between human growth, activity and food needs at different stages in life. Students demonstrate self-management skills that enable them to make informed decisions for healthy living, and exhibit attitudes and values that promote personal health and wellbeing within family, personal and community relationships.
Students competently demonstrate coordinated actions of all body parts while performing and modifying movement sequences linked with complex motor skills to meet with variable sporting situations. Students demonstrate and evaluate game tactics and safe practices in sporting situations. Students understand the responsibilities associated with team situations and begin to display leadership and collaboration skills. Students plan strategies to ensure own ongoing participation in regular moderate and vigorous physical activity. Learners analyse their own and others' views about fitness and plan their own fitness program.	Students perform appropriate complex movement and motor skills at a level for confident and competent participation in a range of physical activities. Learners demonstrate and explain complex game tactics and procedures for safe conduct in sporting situations to optimize their own and other's performance. Students demonstrate leadership and collaboration skills in team situations. Students actively participate in regular moderate to vigorous physical activities designed to promote health related fitness as well as developing and acting on strategies to promote and encourage community involvement in physical activity.

Level 1	Level 2
By the end of Level 1 students identify key words and well known phrases in spoken language. They reproduce and practice the target language relying on contextual support. Students are able to interpret and respond to short written texts with support and write using key words and well known phrases.	By the end of Level 2 students recognise and respond to simple spoken target language and speak using simple formulae or short sentences. They read with understanding short, simple texts from a variety of sources, and write short, simple and coherent texts of several sentences.

Level 3	Level 4
By the end of Level 3 students interpret and respond to controlled spoken target language and express messages in basic target language spoken in predictable situations. They read with understanding and learn from controlled familiar and unfamiliar texts. Students write short, simple and cohesive texts demonstrating developing use of basic target language structures and features.	By the end of Level 4 students interpret, infer meaning and respond to unfamiliar topics spoken in familiar language, and apply target language in expanded talk. They read a range of controlled target language texts, identify main ideas and relate to own culture, and write a variety of coherent, cohesive texts in target language.
Note: Similar to English as an Additional Language/Dialect levels, the language levels represent the growth of developing language skills. These are not aligned to the age or year level of a student.	

Transition	Year 1	Year 2
By the end of Transition students identify aspects of their local environment, properties of materials, forces and energy sources around them and how water and air are needed to support life. Students understand that people are living things that have features and change over time. Students explore, use and respond to changes to objects and events, and indicate preferences based on experiences.	By the end of Year 1 students identify some different properties and uses of different materials. They describe different forms of energy and identify how people use resources from in and their environment. They recognise different living things and know some of the living thing's needs, features and functions. Students describe some ways that scientific activities affect their community. They ask questions, such as 'How?' 'Why?' 'What will happen if ?' They follow step by step procedures and use their senses to observe, and communicate what happened.	By the end of Year 2 students demonstrate an understanding that materials can change and that living things grow and change over time. They describe some features and effects of changes in the observable environment including the sky and how energy is used for different purposes. Students identify aspects of our life that depend on scientific knowledge to ensure quality of life. They focus on a problem using a familiar situation, responding to teachers' suggestions to carry out simple investigations that require observation and sharing of observations.

Year 3	Year 4	Year 5
By the end of Year 3 students describe how materials may undergo a variety of changes. They identify a variety of energy sources which can be used to perform specific of tasks e.g. heat melts ice. They make predictions about common changes on earth and in our atmosphere. Students recognise that needs, features and functions of living things are related and change over time.	By the end of Year 4 students understand that properties of materials influence their uses, and describe ways in which energy can be transferred and transformed for different purposes. Students identify natural and man-made changes that have occurred in their local environment. They make connections between the features of living things and the changes that occur as living things grow and age or if their needs are not met.	By the end of Year 5 students classify materials as solids, liquids, gasses and can explain why. They explain patterns of energy use at home and school in terms of daily/seasonal variations and efficiency strategies. Students identify patterns and cycles in different environments and space, such as the phases of the moon and the water cycle. They explore similarities and differences between living things by analysing the relationship between the structure of living things and the functions these structures perform.
Students explore and engage with science in their interests and activities within and beyond school. They collaboratively plan, conduct and report on investigations. They follow instructions, collecting and making limited records of their findings, saying whether or not what happened was expected.	Students demonstrate shared responsibility for the quality of their immediate environment and give reasons for responsible actions. They collaboratively plan, conduct and report on investigations related to their questions about living and non-living things and events. Students begin to recognise that in a fair test there are variables and the investigator only changes one of these to get an answer to their question.	Students investigate how their and others' actions can contribute to sustainable resource use. They contribute to planning investigations with awareness of fair testing and repetition. They make measurements and record their results in tables, graphs and other structured forms. Students identify and describe results with predictions and draw conclusions that summarise their findings.

Year 6	Year 7	Year 8
By the end of Year 6 students understand the relationships between the properties, changes and uses of materials. They understand that the environment can be affected by both natural forces and human action. Students understand that living things can be made up of systems which determine their interaction with the environment. They compare the reproductive processes and life cycles of a variety of living things.	By the end of Year 7 students identify matter as elements, mixtures and compounds and describe the features of physical and chemical changes. They consider the different ways that energy is obtained. Students explain phenomenon such as phases of the moon and seasons. Students understand that systems can interact and that these interactions lead to change. They use models and diagrams to describe interactions between different living things, between parts of living things in systems and to describe changes over time. They classify living things on the basis of observable characteristics using accepted scientific classification systems.	By the end of Year 8 students understand that the properties, changes and uses of materials are related to their microscopic structure. Students consider how the properties of an energy system impact on the ways the energy is transferred and transformed and upon the environment. They use scientific ideas to explain how interactions and changes might impact on the earth and beyond e.g. the rock cycle. They begin to get a scientific understanding of living things and can now understand more abstract concepts such as cells which are too small to see with the naked eye.
Students apply their scientific understanding to make sense of their day to day experiences and interests. They are aware of the needs for fair testing and the needs to get more than one set of results in order to test their predictions (not guesses). They collect and organise numerical data and descriptive information using simple tables, diagrams and graphs and identify main features, patterns and difficulties in the investigation.	Students consider the impact of applications of science and technology on themselves, society and the environment. They plan and communicate using labeled diagrams or text to test a simple hypothesis including the use of repeat trials or replicates. They communicate investigation results, analysis and evaluation of results and make suggestions for improving the investigation.	Students consider relevant scientific understandings when predicting consequences of and suggesting solutions to issues relevant to them. They plan and conduct different types of investigations and take into account the main variables. They collect data using repeat trials or replicates and present data using scientific language and conventions. Students interpret patterns in data or information prepared in different formats and make general suggestions for improving the investigations.

Year 9	Year 10
By the end of Year 9 students have started to understand models and concepts that are used to explain properties, changes and uses of materials in their microscopic structure. They are starting to understand models and concepts that are used to explain the transfer and transformation of energy in an energy system. They use scientific concepts and models that explain earth and space systems. They understand that resource use is related to the geological and environmental history of the earth and universe. Students understand and use abstract biological models, simple microscopic structure and concepts to explain relationships, process and change. They relate abstract ideas and begin to see how theories such as that of evolution by natural selection are generated. Students consider relevant scientific understandings and processes when making informed, responsible and ethical decisions about real-world situations. They identify questions or a hypothesis for investigation when examining problems. Students plan and carry out investigations that minimise the effect of uncontrolled variables, ensuring data collection techniques are consistent and accurate. They communicate investigation findings including the interpretation of data using scientific language and conventions.	Refer to the NT Board of Studies Performance Standards which lists the four Assessment Design Criteria against which evidence of student learning is judged. These criteria are: Investigation, Analysis and Evaluation, Application, Knowledge and Understanding. Each of these criteria has several special features that need to be addressed in the complete set of assessment tasks that the students undertake during a unit of work, usually one Semester in length.

Transition	Year 1	Year 2
By the end of Transition students differentiate between their needs and wants and describe how they meet their material and non-material needs.	By the end of Year 1 students identify ways their family or local community meets needs and wants.	By the end of Year 2 students examine ways the local community facilitates the meeting of needs and wants.

Year 3	Year 4	Year 5
By the end of Year 3 students identify shared interests and common needs of known groups and communities.	By the end of Year 4 students compare shared interests and common needs that link individuals to form groups and communities.	By the end of Year 5 students describe how wants and needs relate to themselves and others as consumers.

Year 6	Year 7	Year 8
By the end of Year 6 students explain the relationship between consumers and producers and choices and actions used to meet needs and wants. They explain connections between needs, wants and future life roles.	By the end of Year 7 students identify one or more strategies in personal financial management. They identify a range of career pathways and describe factors that determine opportunities for these pathways. Learners describe a cycle of production and distribution, identify common strategies used to persuade the consumer, and describe basic rights and responsibilities of the consumer.	By the end of Year 8 students apply a range of strategies in personal financial management. They identify both paid and non-paid career pathways and describe factors that shape, influence and determine opportunities for current and future work. Learners examine patterns of production and distribution, identify strategies used to persuade the consumer, and analyse the rights and responsibilities of the consumer.

Year 9	Year 10
By the end of Year 9 students identify one or more personal financial options within an Australian socio-economic context. They work with others to use enterprise skills and attributes in planning for a small enterprise initiative. Students analyse vocational pathways, education and training requirements and identify factors that influence career choices and opportunities. Students examine global patterns of production and consumption, and the distribution of wealth, population and resources.	By the end of Year 10 students evaluate personal financial options within an Australian socio-economic context. They plan and apply enterprise skills and attributes in business financial management. Students analyse vocational pathways, education and training requirements and identify factors that influence career choices and opportunities. Students examine global patterns of production and consumption, and the distribution of wealth, population and resources.

Transition	Year 1	Year 2
By the end of Transition students interact with and describe elements within natural and built environments in their immediate surroundings. They participate in efforts to care for their immediate environment. Students investigate how elements of natural environments meet the needs of plants and animals.	By the end of Year 1 students identify the relationship between people and known natural/built environments. They participate in activities to care for places within their local community. Students identify the elements of simple natural systems and how they are connected.	By the end of Year 2 students describe the relationships between people and familiar natural/built environments. They describe problems and cooperatively plan activities to care for places within their local community. Students explain the ways elements of simple natural systems are connected and identify themselves as part of a natural system.

Year 3	Year 4	Year 5
By the end of Year 3 students identify a range of natural/built features and natural/human resources and identify ways in which these features and resources interact and impact on one another. They identify issues to do with care of known places, and participate in a project to address local community issues. Students demonstrate interactions between elements of familiar natural and human systems by illustrating simple flows and cycles.	By the end of Year 4 students describe ways in which natural/built features and natural/human resources interact and impact on one another. They identify issues to do with value and care of places, and collaboratively participate in an action project to address local community issues. Students analyse and represent the interactions between elements of natural and human systems and investigate flows and cycles.	By the end of Year 5 students illustrate patterns of use of natural resources. They describe how one or more organisations have promoted environmental protection. Students describe features of an ecosystem, and identify its location.

Year 6	Year 7	Year 8
By the end of Year 6 students describe patterns of use of natural resources and how they have changed over time. They report on how organisations promote environmental monitoring and protection. Students describe features of ecosystems, explain their location and deduce the conditions that contribute to their distribution and/or change.	By the end of Year 7 students identify the cause/effect relationship of physical forces in the formation of common land features. They list the perspectives of one or more key stakeholders in current issues on land use or use of resources. Students illustrate selected natural systems.	By the end of Year 8 students examine and discuss the cause/effect relationship of physical forces in the formation of land features. They identify and list the perspectives of the key stakeholders in issues arising from current resources and land use. Students describe and represent selected natural systems in terms of variations.

Year 9	Year 10
By the end of Year 9 students report on relationships between built and natural features and the distribution and dynamics of human population. They review either the economic, political or technical responses to issues arising from current resources and land use. Students illustrate how a natural system interacts on a global scale.	By the end of Year 10 students evaluate relationships between built and natural features and the distribution and dynamics of human population. They examine the economic, political and technical responses to issues arising from current resources and land use. Students investigate and represent how natural systems interact on a global scale.

Transition	Year 1	Year 2
By the end of Transition students describe a range of events that recognise Indigenous heritage.	By the end of Year 1 students identify local Indigenous groups and describe local Indigenous cultural practices.	By the end of Year 2 students identify local Indigenous groups and explain the significance of local Indigenous cultural practices for Indigenous and non-Indigenous Australians.

Year 3	Year 4	Year 5
By the end of Year 3 students provide examples of different groups of Indigenous people and their traditional and contemporary cultures.	By the end of Year 4 students describe the diversity among Indigenous people and their traditional and contemporary cultures.	By the end of Year 5 students compare and contrast traditional and contemporary cultural practices of Indigenous peoples, and describe the principles of reconciliation.

Year 6	Year 7	Year 8
By the end of Year 6 students explain what they have learned about the core beliefs of urban and non-urban Indigenous peoples, and apply the principles of reconciliation to take action to counter prejudice.	By the end of Year 7 students distinguish between the histories and current experiences of a wide range of Indigenous groups, and demonstrate how they can contribute to reconciliation.	By the end of Year 8 students analyse their own cultural practices in comparison to the histories and current experiences of a wide range of Indigenous groups and actively contribute towards reconciliation.

Year 9	Year 10
By the end of Year 9, students identify and explain culturally-based social, environmental and political issues that are presently significant to Indigenous peoples.	By the end of Year 10, students analyse and evaluate complex culturally-based social, environmental and political issues that are presently significant to Indigenous peoples.

Transition	Year 1	Year 2
By the end of Transition students identify significant events, groups and relationships and describe the impacts of change within their family's life. They identify their own rights and responsibilities, interacting appropriately in a range of social contexts. They accept the consequences for their own behaviour. Students identify their cultural background and share customs.	By the end of Year 1 students describe significant events and relationships between own family and those of wider social contact. They list the customs, lifestyles and rituals of a familiar cultural group within their community. Students participate in group discussions and identify when they agree or don't agree with others.	By the end of Year 2 students compare and contrast significant events and relationships between own family and those of wider social contact. They describe the customs, lifestyles and rituals of a range of cultural groups within their community. Students participate in and reflect on a range of group decision-making processes and explain how individual and group behaviour affect the rights of others.

Year 3	Year 4	Year 5
By the end of Year 3 students recount past events to illustrate why change occurred and the impact on the community. They describe processes used to pass on cultural customs within familiar social groups including their family. Students contribute to discussions about and identify immediate local issues.	By the end of Year 4 students research significant past events and their impact on the community to explain why change occurs. They identify the processes used to pass on cultural customs and other value-based information within familiar social groups. Students make informed decisions and choices about immediate local issues and define social justice and its relevance.	By the end of Year 5 students investigate a range of events from the past and how these events have impacted on known individuals and groups. They describe how groups learn and share their culture and the impact of different values upon individuals. Students describe features, such as decision making, of familiar groups such as student or school councils and identify how these decisions impact on themselves and others.

Year 6	Year 7	Year 8
By the end of Year 6 students investigate a range of global events from the past and how these events have impacted on individuals and groups. They describe key elements of culture in groups and communities, how individuals learn and share their culture and the impact of differing values upon individuals and societies. Students research and describe features such as decision making familiar political and law systems and analyse how choices, opportunities and conflict affect people's life chances.	By the end of Year 7 students describe significant ideas, people and movements that have shaped societies. They identify the diverse interpretations and reactions of individuals/groups to major events in Australia and how this diversity contributes to Australia's identity. Students state the roles, rights and responsibilities of citizens within familiar political and legal systems.	By the end of Year 8 students analyse significant ideas, people and movements that have shaped societies. They research and describe the diverse interpretations and reactions of individuals/ groups to the impact of major events in Australia and how this cultural diversity contributes to the identity of a society. Students explain the roles, rights and responsibilities of citizens on the existing structure of Australia's political and legal systems, and their formation and explain how these structures protect the rights of individuals and societies.

Year 9	Year 10
By the end of Year 9 students describe how past forces and events have shaped contemporary communities. They analyse the cultural and social structures and groups that impact and influence attitudes and actions. Students evaluate Australia's political and legal systems, their policies, and how these impact on citizens and compare and contrast key organisations that promote and protect human rights.	By the end of Year 10 students analyse how past forces and events have shaped contemporary communities. They critically evaluate the cultural and social structures, values and beliefs of communities and groups that impact and influence behaviour, attitudes and actions. Students critically evaluate a range of political and legal systems, their policies, and how these impact on citizens. They analyse the moral/ethical codes of organisations that promote and protect human rights. Refer to the NT Board of Studies Performance Standards which lists the four Assessment Design Criteria against which evidence of student learning is judged. These criteria are: Knowledge and Understanding, Inquiry and Analysis, Reflection and Communication. Each of these criteria has particular features that need to be addressed in the complete set of assessment tasks that the students undertake during a unit of work.

Transition	Year 1	Year 2
By the end of Transition students have explored a wide range of materials, resources, techniques and strategies for the possibilities they offer in a design problem. They use a range of familiar materials/processes and equipment safely to undertake simple production processes. Students share ideas and express opinions about own ideas and products/processes/ systems in familiar environments.	By the end of Year 1 students identify the suitability of familiar materials, skills and techniques to explore design possibilities. They use familiar materials, skills and techniques safely, and give reasons for choices. Students describe their design processes and list the features and uses of familiar products.	By the end of Year 2 students articulate the suitability of a variety of materials, skills and techniques and describe design possibilities. They use materials, skills and techniques safely, giving reasons for choices and plan production processes for making simple products. Students explain their design choices and describe the features and uses of familiar products/processes and systems.

Year 3	Year 4	Year 5
By the end of Year 3 students discuss key design features of familiar products/processes/ systems when determining design possibilities. They identify practical and safety restraints of materials, and techniques of an intended product. Students plan and undertake the steps of a basic production process. They identify simple criteria to compare products/processes /systems in familiar environments. Students describe their design process using some technical language.	By the end of Year 4 students examine the suitability of key design features of familiar products/processes/ systems when determining design possibilities. They recognise practical and safety restraints of basic materials, skills and techniques needed in product design. Students plan, undertake and record the steps of a production process. They identify a range of criteria to discuss and appraise products/processes /systems in familiar environments. Students explain and share the design process using some technical language and criteria identified.	By the end of Year 5 students develop a design brief for an identified user. They make choices based on functional and aesthetic factors. Students plan and create a production process to their own specifications. They describe and share the design process using appropriate technical terminology and explanation of choices made.

Year 6	Year 7	Year 8
By the end of Year 6 students analyse design briefs and production proposals for identified users. They make choices based on functional and aesthetic factors and give some consideration to social /environmental factors to meet design brief requirements. Students organise, record and implement a production process to own specifications. They describe the relationships and impact of products/processes/systems on the community and or environment. Students explain and share the design process using appropriate technical terminology.	By the end of Year 7 students use design briefs to develop production proposals that consider the needs of intended users. They describe the functional, aesthetic, and environmental considerations in design choices. Students select materials and articulate choices based on properties, aesthetics and origins. They use appropriate equipment and demonstrate safe practices. Learners organise, and implement production processes. They select products/processes and systems according to design requirements. Students identify impacts of products and systems on community and the environment. They describe and explain design briefs incorporating appropriate technical terminology and choices made.	By the end of Year 8 students examine design briefs to develop production proposals that represent the needs of intended users. They explain the functional, aesthetic, social and environmental factors in design choices. Students select from a defined range of materials, considering properties, aesthetics and origins. They use appropriate equipment and practices to achieve defined standards of quality and safety. Students organise, implement and adjust production processes. They assess products/processes and systems according to the specified design requirements. Students consider the appropriateness and effects of products and systems on community/environment. They explain and present design proposals incorporating appropriate technical terminology.

Year 9	Year 10
By the end of Year 9 students explain how needs, resources and circumstances affect the scope of implementation of a design brief. They analyse alternatives and explain functional, aesthetic, social and environmental design choices. They justify selection of appropriate materials using properties, aesthetics, environmental impacts and an emerging understanding of cost. They organise and implement production processes to defined standards of quality. Students demonstrate use of specialised equipment to reach specified standards of quality and safety. Students analyse and assess the products/processes/systems selected in design production from inception to completion. They report on choices in the use of products/processes /systems and impact on the community/environment. Students present own design proposal using technical terminology and showing development of ideas.	By the end of Year 10 students investigate and analyse how needs, resources and circumstances affect the implementation scope of a design brief. They explore alternatives and justify functional, aesthetic, social and environmental design choices. They select appropriate materials with understanding of properties, aesthetics, economics and sustainability. Students demonstrate high level skills using specialised equipment to produce specified standards of quality and safety. They organise, implement and adjust production processes to defined standards of quality. Students analyse, assess and modify, if necessary, the products/processes/systems involved in design and production from inception to completion. They report on choice of products/processes/systems and the impact on the community/environment. Students present own design proposal requiring technical skills competence in design implementation referencing scope, using appropriate industry terminology to justify choices made during creation and development of production briefs, implementation to determined standards of quality.

Transition	Year 1 and 2
By the end of Transition students use play, imagination and sensory experiences as the basis for sharing their ideas and feelings through self-expression. They explore basic arts materials, skills, processes and technologies through multi-sensory play.	By the end of Year 2 students use play, imagination and personal experience as the basis for making and sharing arts experiences. They play and experiment with basic arts materials, skills, processes and technologies when engaging in and sharing arts experiences in dance, drama, music, visual arts and media.
Students use basic arts language to make simple personal responses to artworks and/or arts experiences in their own life and in the immediate community.	They use arts language to describe features and elements of artworks and/or arts experiences, understanding that responses may differ and explain how the arts are used for a range of different purposes in their life and the community.

Year 3 and 4	Year 5 and 6
By the end of Year 4 learners create and share artworks that reflect a range of ideas and feelings. They identify and experiment with arts materials, skills, techniques, processes and technologies within each art form when creating and sharing artworks in dance, drama, music, visual arts and media.	By the end of Year 6 students create artworks that involve a degree of experimentation with ideas, and present to a range of audiences. They experiment with and apply a variety of arts materials, skills, techniques, processes, technologies and conventions within each art form when creating and presenting artworks in dance, drama, music, visual arts and media.
They identify and experiment with a range of arts materials, skills, techniques, processes and technologies within each art form when creating and sharing artworks.	They use arts terminology to reflect on features and elements of artworks and/or experiences, acknowledging the range of points of view and opinions and the contribution made by the arts and artists to societies, cultures and times.

Year 7 and 8	Year 7 and 8
Dance By the end of Year 8 students plan, choreograph and present dance works that develop ideas through movement. They explore and experiment with a variety of dance styles, techniques and forms to create dance works. Learners discuss varying views about dance performances and activities. They use appropriate dance terminology to describe, analyse and express informed opinions. They identify, discuss and experiment with the characteristics of dance in particular societies, cultures and times and discuss the role of dance in society.	**Drama** By the end of Year 8 students create original works for performance using a variety of research, observation and experience influences. They explore the skills and techniques that apply to character development and production making. Students explore the use of drama terminology to describe, analyse and compare text and unscripted performance works. They explore, discuss and experiment with the key characteristics of dramatic works from different societies, cultures and times.

Year 7 and 8	Year 7 and 8
Media By the end of Year 8 students create media works that involve planning and experimentation with ideas, feelings and experience to present to a range of audiences. They investigate a range of materials, techniques, skills, processes, technologies, conventions and terminology within media art forms. They use media terminology to describe, analyse and express opinions and evaluate varying views about media works and activities. Students discuss and evaluate the purpose and characteristics of media works that locate them in particular societies, cultures and times.	**Music** By the end of Year 8 students plan and present musical works that involve experimentation with a range of ideas. They investigate a range of musical terms, skills, techniques, processes and technologies, apply these when planning, creating and presenting musical works. Students use musical terminology to identify, interpret and reflect different points of view and interpretations of musical works. They identify and describe the ways in which music is made and used within particular societal, cultural and historical contexts.

Year 7 and 8	
Visual Arts By the end of Year 8 students create media works that involve planning and experimentation with ideas, and present to a range of audiences. They explore a selected range of materials, skills, techniques, processes, technologies and conventions and apply these when planning, creating and presenting artworks. They use arts terminology to describe, analyse and express personal opinions and evaluate varying views about artworks. Students identify the purpose and characteristics of artworks that locate them in particular societies, cultures and times.	

Year 9 and 10	Year 9 and 10
Dance By the end of Year 10 students plan, choreograph and experiment with a range of forms, issues and styles to create dance works that convey emotion, meaning and ideas to an audience. They explore and select appropriate dance materials, techniques and conventions and experiment with the process of creating dance works. Students reflect and evaluate contrasting viewpoints and interpretations of dance and use relevant dance terminology to identify, analyse and interpret dance works. They observe, analyse, discuss and experiment with historical and contemporary dance, discussing the influences of society and time periods on performance work and artists.	**Drama** By the end of Year 10 students experiment with a diversity of performance concepts exploring the craft of acting and the actor/audience relationship. They research and experiment with a variety of historical and contemporary production making influences. They compare, evaluate and analyse different interpretations of texts and performance works. They analyse a range of historical and contemporary texts to understand the influence of the writer on artists and performance practice.

Year 9 and 10	Year 9 and 10
Media By the end of Year 10 students create media works with a diversity of ideas and issues that purposefully convey intentions to an audience. They experiment with a wide range of materials, skills, techniques, processes, technologies and conventions, within relevant media art forms. Students use relevant media terminology to identify, analyse and interpret experiences and artworks and reflect and discuss different points of view and interpretations. They analyse a range of historical and contemporary media works to understand the influence of context on artists and arts practice.	**Music** By the end of year 10 students plan, develop and present musical works that convey meaning through experimentation with a range of musical techniques. They explore a range of musical terms, materials, skills, techniques, processes, technologies and conventions and select and apply appropriate elements when developing and presenting musical works. Students use relevant musical terminology to identify, interpret and reflect different points of view and interpretations of musical works. They identify influences on music within particular societal, cultural and historical contexts and demonstrate an understanding of changes that have occurred.

Year 9 and 10	
Visual Arts By the end of Year 10 students experiment with a diversity of historic and contemporary ideas and forms to create artworks that purposefully convey intentions. They employ a range of materials, skills, techniques, processes, technologies and conventions and arts terms to determine the possibilities for application. Students use relevant arts terminology to identify, analyse and interpret arts experiences and other artists work and reflect and discuss different points of view and interpretations. They analyse a range of historical and contemporary artworks to understand the influence of context on artists and arts practice.	