Small Objects - Grosse Geschichten

Grade Level/s:	Subject/s:	Type:	Author:
K, 1, 2, 3, 4, 5, 6, 7	English,History,Technologies	Unit Plan	Petrina Hentschke

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Small Objects - Grosse Geschichten

This series of activities has been written as part of a collaborative project between Springton Primary School, the Friedensberg German School Museum, History SA and Makers Empire. The title translates as 'Small Objects - Big Stories'. Students have been researching what life was like for students at the Friedensberg School 1861 - 1913, and responding to this learning in a variety of ways - including by creating a 3D object.

Single Lesson Plan

Question Storm

Task:	Activity:	Resources:
Question Storm	The initial prompt for this task is a Friedensberg School photo, taken in 1890. Students respond to the following opening question: "What questions would you like to ask the individuals in this photograph of students from Friedensberg German School, if it were possible?" 'Question Storm' answers are recorded on a large sheet of paper with a copy of the photo mounted in the middle. Over the course of the following few days, students are shown subsequent prompts, and questions are added to the display. Key things to think about - What is happening? What would be seen, heard, smelt, felt, touched, and/or tasted? What are the connections to your life - similarities and differences? How do you get a sense of place and time from specific prompts?	Initial prompt: Copy of school photo sourced from State Library of South Australia. Subsequent prompts: Artefacts from the era in focus (teacher's own) Images from 'Fuer Mein Kind' circa 1910 Text book images and examples of Copy Books Images of classrooms and equipment from the era sourced online (e.g. www.anme.org.au/news-2/schooling-before-the-war (http://www.anme.org.au/news-2/schooling-before-the-war)) Snippets from ABC TV series, 'My Place' Recollections from past students compiled by D Herbig - "School Days at Friedensberg"

Journaling (Literacy) Task

Task:	Activity:	Resources:
Journal Entry	Compose a fictional (but based on factual historic information) journal entry documenting in detail what a school student may have done over the course of a school day from when they wake, until bedtime that evening. Write from your character's point of view (I, we, my, our – first person). Begin by considering – age, gender, personality traits, family context. Include full date of journal entry (between 1861 and 1913), information that allows the reader to get a sense of place and time, thoughts and feelings about the day as well as specific activities. Help your reader visualise what it meant to live at such a time. Final draft may be presented in pen and ink script (see following lesson).	Access to prompts from previous lesson.

Handwriting Activity

Task:	Activity:	Resources:
Copying 'Copy Books'	Students experience writing in script using calligraphy pens/pen and ink to reproduce text as seen in the Copy Books used in the early 1900s. Ask: What did you notice? What was similar or different to your own handwriting experiences? What other ways could students have written/ recorded their learning?	Copy Books (borrowed from Friedensberg German School Museum). Caligraphy pens Pens with nibs and bottles of drawing ink Prepared writing paper Images of school desks with ink wells and slates. Note: This activity can be messy and needs to be closely supervised.

German Language Task

Task:	Activity:	Resources:
Plaque or wall hanging of saying/verse in German	The German school had a plaque which reads: 'Gott legt uns eine Last auf, aber Er hilft uns auch". (This translates as: "God puts a burden on us, but he also helps us.) Students find a saying or verse in German and create a plaque or wall hanging.	Access to sayings or verses in German Materials for making the plaque or wall hanging

3D Printing Activity

Task:	Activity:	Resources:
3D Printing Task - My 3D object response to what I have learned about the lives of students who would have attended Friedensberg German School.	Students utilise the five (+) step 'Engineering Design Process' to create a 3D object via Makers Empire software in response to the learning they have done throughout this project. Students are to document each step of the process, and present this with their object at the completion of the task.	Engineering Design Process Poster Online access to Makers Empire software 3D Printer Prompt cards to remind students of meaning of icons 'Is your design ready to be printed?' checklist

Technologies Activity #2

Task:	Activity:	Resources:
Then and Now	Students use a Venn Diagram to record their observations and thoughts about the ways in which the lives of students at Friedensberg German School and Springton Primary School can be compared and contrasted. Students than create a pictorial display to illustrate the similarities and differences to be presented either digitally or in poster format..	Artefacts from Lesson One Online access for extra images Camera/iPad for taking photos of contemporary life at school Computers Printing and poster material if required.

Downloadable files

Friedensberg_German_School.pdf
(/download/lesson_plan_attachments/files/000/000/113/original/Friedensberg_German_School.pdf?1495421447)

Learning_Design_Partnership_Project.docx
(/download/lesson_plan_attachments/files/000/000/212/original/Learning_Design_Partnership_Project.docx?1501132078)

Curriculum
South Australian TfEL:

2.1 develop democratic relationships

2.2 build a community of learners

2.3 negotiate learning

2.4 challenge students to achieve high standards with

Domain 2: Create safe conditions for rigorous learning

3.1 teach students how to learn

3.2 foster deep understanding and skilful action

3.3 explore the construction of knowledge

3.4 promote dialogue as a means of learning

Domain 3: Develop expert learners

Domain 4: Personalise and connect learning

4.1 build on learners' understandings

4.2 connect learning to students' lives and aspirations

4.3 apply and assess learning in authentic contexts

4.4 communicate learning in multiple modes

Australian Curriculum:

Explaining How An Operating System Manages The Relationship Between Hardware, Applications And System Software (ELBT352)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86adf595-4d6d-49a4-815b-4e754213eb74)

Comparing The Similarities And Differences Of Two Common Operating Systems (ELBT316)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/991cb5e3-4499-4e21-8660-5f1a616fb6fe)

Identifying How Changes To The Configuration Of An Operating System Change The Operation Of Hardware And Software Components In A Networked Digital System (ELBT92)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/94697514-4727-48b1-9c0b-d0bf06baf151)

Explaining The Role Of Hardware And Software Components In Allowing People To Interact With Digital Systems, For Example Using A Mouse Or Touch Pad Or Screen, Speech, Accelerometer (ELBT258)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/20d41492-e345-4584-b7c0-7bcaa523880b)

Investigating The Operation And Use Of Robotic Process Control Systems (ELBT156)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86a5c707-de06-4858-b999-b2c9a96e1a08)

Explaining Encryption Of Data As A Means Of Protecting Data, For Example Secret Keys And 'Exclusive Or' (Xor) And Hashing Algorithms To Digitally Sign Data (ELBT461)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c1dc468e-c0e2-4d53-887c-1077c7cdc560)

Explaining How Simple Compression Schemes Reduce The Size Of Repetitive Data, For Example How Run Length Encoding Reduces The Size Of Images (ELBT333)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/223d734d-f286-4235-8f0e-595981be8dd3)

Explaining The Difference Between Lossy And Lossless Compression, For Example The Difference Between Jpeg And Png Images (ELBT153)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4895d712-f749-49d0-8e53-b38912156b3c)

Explaining Codecs For Audio Visual Compression, For Example Common Codecs For Video Formats (ELBT399)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5bb1296f-aac0-4186-b7ae-36f45c3a7823)

Generating A Layout Or Report In A Database Or Applying A Style Sheet To A Web Page (ELBT17)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dc96f85d-5ebf-4985-b3a1-f8b298b72c36)

Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems (ACTDIK034)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a68e11ed-5414-4c2c-a01e-773e95332515)

Analyse simple compression of data and how content data are separated from presentation (ACTDIK035)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d0cd4d64-156b-4f77-9dec-17f8994031a0)

Developing Strategies And Techniques For Capturing Accurate And Usable Qualitative And Quantitative Data Of Different Formats, For Example Using Text Entry For Open Ended Questions To Acquire Qualitative Data; Using Radio Buttons Or Checkboxes For Closed Questions To Acquire Quantitative Data (ELBT337)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3fd10b51-44fc-4ab1-85e8-5658d2c494ec)

Identifying Strengths And Weaknesses Of Collecting Data Using Different Methods, For Example Online Surveys, Face To Face Interviews, Phone Interviews, Observation, Blog Entries In Response To A Posting, Phone Logs, Browser History And Online Webcam Systems (ELBT220)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/665a1d52-9b93-417c-a1e5-8c3c75780662)

Developing Strategies To Ensure The Privacy And Security Of Survey Data, For Example Using Numbers Rather Than Names As Identifiers; Password Protecting Files To Reduce Risks Of Modifying Data And Using Captcha™ To Confirm Human Responses (ELBT162)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3f57233b-dc11-41a7-a438-b1477433d199)

Extracting Specific Data From An External Source And Storing It In A Format That Is More Useful For Analysis, For Example Combining Mapping Data From Multiple Electronic Data Sets To Build A Composite Representation (ELBT478)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b1c84779-bacd-4f0c-baa2-0357db13ed60)

Using Visualisation Software Tools To Identify Patterns And Relationships Between Sets Of Data And Information, And Support Abstract Reasoning, For Example Representing Data Using Histograms, Network Diagrams And Maps (ELBT166)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d7bfe2f2-baec-424f-81f1-af7f970ec332)

Summarising Data Using Advanced Filtering And Grouping Techniques, For Example Pivot Tables In Spreadsheets And Aggregation Functions In Databases (ELBT325)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/95f8994f-cf47-4730-8a51-5bb18847f8fa)

Automating Calculations, For Example Using Absolute Cell Referencing To Automatically Extend Formulas, And Automating Arithmetic Calculations Using Built In Functions Such As Trigonometry, Compound Interest (ELBT369)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d56f2e48-d574-473d-8b05-45e750d18704)

Simulating Simple, Iterative Processes, For Example Modelling Compound Interest Or Ecological Models Using A Spreadsheet (ELBT254)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/deca29c2-09d7-4eba-b20f-7d3f9f97cb3c)

Documenting The Attributes Of Complex Objects And Processes Using A Data Dictionary (ELBT20)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/52ad880a-342c-403d-a15f-f849a8301fb1)

Interpreting Schemas That Represent Relationships Between Entities And Querying Data Across Tables, For Example Using Foreign Keys To Represent Relationships And Joining Tables In Structured Query Language (Sql) Select

Statements (ELBT61)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7cd2b7cb-b193-46d6-894c-e0965724441b)

Developing A Preliminary Specification For An Opportunity Or A Need That Typically Contains A Problem Statement, A Set Of Solution Needs Expressed As Functional And Non Functional Requirements, Any Assumptions Or Constraints To Be Considered And The Scope Or Boundaries Of The Solution (ELBT418)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8f0fe6c5-ea84-436b-89b6-28e5eb1c8c99)

Investigating Different Types Of Functional Requirements For Solutions, For Example Increasing The Speed Of Processing, Calculating New Results, Improving The Quality Of Reports (ELBT360)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/71580c8f-0e17-4286-b946-49914c18300b)

Investigating Different Types Of Non Functional Requirements For Solutions, For Example Considering How The Requirements Of Reliability, User Friendliness, Portability And Robustness Could Affect The Way People Use Solutions (ELBT71)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e8745d80-7eba-4be0-bfb4-de8dc282f213)

Identifying The Range Of Stakeholders Who Are Associated With Solutions But Are Not Direct Users And Using Techniques Such As Interviewing And Reinterviewing To Clarify Needs (ELBT383)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6b6f5a7c-b0e2-431e-b0b7-3fdc4473dc76)

Using Software Such As Graphic Organisers To Determine A Fundamental Cause Of A Problem Or To Represent Related Elements Of A Problem That Need To Be Jointly Addressed In The Digital Solution (ELBT282)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86f45fdd-3d03-473b-8d70-709d8855541d)

Testing A Range Of Text And Graphical User Interface Designs With Clients Who Have Different Needs On The Basis Of Time Taken To Complete The Task And The Number Of Errors Made (ELBT253)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ccd2a13a-336b-461d-a916-7d899b648afb)

Designing The User Interface Of A Solution Using Story Boards And Mock Ups, For Example Mocking Up The Product Design Of An App For People With Disability (ELBT152)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9a11ddef-b190-4dc9-983b-b49b5ba4d098)

Identifying Similar Digital Systems And Existing User Interfaces, Assessing Whether Their Elements Can Be Reused (ELBT202)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ca86e395-d5d1-4c25-a146-97c960425bea)

Evaluating Aspects Of The Total User Experience, That Is, All Aspects Of The System As Perceived By The Users, For Example, A User's Initial Experience Of Setting Up And Using A System, Or A User's Emotional Or Cultural Response To Using A Digital System (ELBT25)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2136567a-283d-482e-b111-f3d92f5e2169)

Designing Documentation, Branding, And Marketing For A Digital Solution, For Example A Product Demonstration Screencast Or 'Getting Started' User Guide (ELBT235)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b1246b07-c6cc-40f1-88c6-834ccfeaaac5)

Applying The Principles And Elements Of Design To A Client's Requirements And Evaluating The Success Of A Solution Through An Iterative Feedback Process, For Example Using Customer Feedback To Refine A User Interface To More Effectively Provide Access To Important Features (ELBT134)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4510f3c4-385f-402b-afe0-bf616fce418a)

Designing Algorithms To Solve Real World Problems And Describing Algorithms Using Flow Charts And Structured English, For Example Start, End, If And Until (ELBT326)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/056219c3-0c29-41a9-b6f1-5b54239007af)

Recognising That Different Algorithms Can Solve A Problem With Different Trade Offs (ELBT363)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3328a80d-fb9b-4867-acbc-48aa998877af)

Tracing Algorithms To Predict Results And Program State For A Given Input, For Example Desk Checking Or Using An Interactive Debugging Tool (ELBT117)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6fef0c5c-001b-4c50-a82a-c5221e53b95d)

Using Tracing Techniques To Test Algorithms, For Example Desk Checking An Algorithm For A Given Input By Stepping Through The Algorithm While Keeping Track Of Contents Of The Variables (ELBT96)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/80789f14-04d2-473e-8f3e-cf82277e8739)

Developing Test Cases That Correspond To The Requirements Of The Specifications, For Example Validating Program Behaviour On A Range Of Valid And Invalid User Input (ELBT201)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3cb44369-023a-40e0-935b-981dfcf06d6d)

Coding Separate Modules That Perform Discrete Functions But Collectively Meet The Needs Of The Solution (ELBT230)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/300f1655-698b-4c43-8cff-874b41bc1968)

Defining Classes That Represent The Attributes And Behaviour Of Objects In The Real World Or In A Game (ELBT396)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0bd33a6c-7c41-4400-ab1f-38f28aa3eb2f)

Considering Different Algorithms And Selecting The Most Appropriate Based On The Type Of Problem, For Example Choosing Appropriate Algorithms For Particular Problems (ELBT29)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b45c7446-d6e3-4886-9868-f29266ffe412)

Selecting Different Types Of Data Structures Such As An Array, Record And Object To Model Structured Data (ELBT47)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a9d51e7c-2033-4ca7-9788-e95e61cb1db3)

Investigating Actions, Devices And Events That Are Potential Risks To Information Systems, For Example Losing Portable Storage Devices Containing Important Files, Deliberately Infecting Systems Through Malware, And Power Surges (ELBT367)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/615af61f-151c-4c36-88cc-46070605ccf4)

Investigating Techniques Used By People And Organisations To Shape How Information Systems Are Used, For Example Refusing To Use Innovations, Using Social Media To Advocate Behaviours, Purchasing Devices, Withdrawing Previous Processes That Can Now Only Be Performed By An Information System (ELBT214)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d13d5d2d-ed12-46e9-85e4-8fd9cc6cc92c)

Investigating The Impact And Opportunities Created Through The Practice Of Planned Obsolescence, For Example Discussing The Benefits And Risks To Users, The Creators And The Environment Of Information Systems Having A Defined Life Span, Taking Into Account Costs, Research And Resource Extraction (ELBT246)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c387a471-e07a-4a1d-b8e5-800fe991fe6b)

Examining The Ict Policy For Schooling And Evaluating The Impact On Education (ELBT442)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4ffdb9fd-63f8-4a34-a8ce-1d1c2be1dead)

Reviewing The 'Terms Of Use' Policies On Social Media Networks And Predicting Ways In Which These Can Support Advocacy Of Change And Protection Of Individuals And Societies (ELBT449)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/925a1d63-d3d9-4e86-ace6-186131d26fb0)

Reviewing State, National And Regional Policies And Analysing The Potential Impact Of Each. Examples Of Policies Include: <I>Australian Government Protective Security Policy Framework</I>, The <I>Australian Government Ict Sustainability Plan 2010–2015; </I>The <I>Green Growth Policy</I> In Korea And The <I>Korean National Strategy For Sustainable Development</I> (ELBT471)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2bbfff73-d181-4b9e-8eb9-09b4b85feaa1)

Investigating Legal Responsibilities Of Organisations Regarding The Storage, Communication And Disposal Of Personal And Organisational Data, For Example The Australian Privacy Principles As They Apply To Intellectual Property (ELBT127)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/40f894b4-8058-43db-b221-c227a8d2c3ef)

Applying Techniques To Make Ethical Decisions When Faced With Dilemmas About Security And Ownership Of Data, For Example Selecting An Action That Results In The Greatest Benefit For The Most Number Of People; Avoiding The Use Of Photos Of Deceased Persons From Aboriginal And Torres Strait Islander Communities (ELBT422)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7dd277d4-d77d-44f0-8384-27238101056c)

Creating An Interactive Web Based Project That Provides Enterprising Opportunities And Complies With Accessibility Requirements, For Example Using Fragments Of A Web Language To Create Dynamic Content That Supports Interactivity (ELBT110)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/050b0f56-710e-451b-95bd-ca08c12cb57d)

Creating Online Interactive Solutions For Working With Others By Combining Or Modifying Online Software Tools To Support Project Work (ELBT191)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1fb69d0a-5cad-4f48-aa04-9df7f70fdd46)

Managing And Modifying The Development Of A Solution, For Example Using Software To Record And Monitor Project Tasks, Responsibilities And Timeframes And To Organise Continuous Opportunities To Review Progress With Collaborative Partners And To Conduct Regular Unit Testing (ELBT217)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7a1c51e0-7c2d-4227-b2e9-8e39b9662362)

Developing An Evolutionary Prototype Iteratively And Incrementally, For Example Regularly Revising Features Of An Application In Response To User Feedback And Development Decisions (ELBT171)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dcc8b46e-ce4d-4e1d-acd2-ac8741ad3750)

Investigating Indicators Of Economic Success, For Example The Capacity To Scale Up An Innovative Solution To Meet The Demands Of A Mass Market And The Savings Accrued Through Sustainable Practices (ELBT251)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0ea10d6c-8300-4a86-99c2-7e8c164156b0)

Investigating Major Causes Of Threats To Data, For Example Human Actions Such As Losing A Storage Device, Disclosing Passwords, Theft And Fraud (ELBT440)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0543c18b-c1c7-45e1-8e2f-1d9ffa9f7817)

Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (ACTDIP036)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/765d3557-7377-4821-843f-3e11468b6038)

Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (ACTDIP037)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c56e31ff-86f7-43f7-9518-4d6cdd35de42)

Precisely define and decompose real-world problems, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (ACTDIP038)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e1172415-4264-4364-89cc-3f6b5ca7771d)

Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics (ACTDIP039)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8ea6352e-6236-4a02-8e6b-f451b0e36c82)

Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases (ACTDIP040)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ac19668a-5fbd-4281-bbfe-7b0e059cf6f6)

Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language (ACTDIP041)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a1ea0a3b-8294-4927-a990-cd71b06fe9cb)

Critically evaluate how well developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation and enterprise (ACTDIP042)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d21d71bd-2080-4d22-b7eb-9df3ed797075)

Create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities (ACTDIP043)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8fbf3b2b-66f5-404e-9774-c7d3c2ebd459)

Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability (ACTDIP044)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5bc7be90-b154-4d31-b2cd-92d1403337c3)

Digital Technologies Knowledge and Understanding
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d9e0f04b-3890-4ecd-9cb7-67c7a99d38e9)

Digital Technologies Processes and Production Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8e4ae260-8939-4b89-bada-e98d66336361)

Years 9 And 10 Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/040eb337-e8e2-41d9-9fba-4e108620e995)

Years 9 and 10
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2099ac23-284d-426b-9839-41eb219d4433)

Playing With And Using Different Digital Systems For Transferring And Capturing Data, For Example Using A Tablet To Take A Photograph Of A Grandparent And Recording An Interview With Them About Life In The Past (ELBT415)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d32b7938-4db2-4ae5-893b-2acd61342c46)

Exploring And Using Digital Systems For Downloading And Storing Information, For Example Knowing How To Download Images From A Website And Inserting Them Into A Document; Saving And Retrieving Data (ELBT298)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d73fa6de-5278-444c-9a25-658d7faa66fc)

Exploring And Identifying Hardware And Software Components Of Digital Systems When Creating Ideas And Information, For Example Experimenting With Different Ways Of Providing Instructions To Games Software Using A Mouse, Touch Pad, Touch Screen, Keyboard, Stylus, Or Switch Scanning Device, And Using Different Software To Manipulate Text, Numbers, Sound And Images (ELBT263)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4de639a5-3a11-4f2e-9d33-7a300f3f1ef0)

Recognising And Using Hardware And Software Components Of Digital Systems And Experimenting With Their Functions, For Example Playing With Interactive Toys And Robotic Devices To Determine Which Ones Can Work With Other Devices (ELBT43)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/629fcb1b-9068-4d4f-8497-eb14e3a7e8a9)

Recognising That A Digital System Follows Instructions Or Commands, For Example Instructing Robotic Toys To Perform A Function Such As A Dance Movement (ELBT402)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/69b3121b-8135-4b11-8bcf-34a9b9d6da6b)

Constructing A Model Of A Real Or Imaginary Digital Systems Device For Use In Role Play Scenarios And Explaining The Features Of The Device To An Adult (ELBT304)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/52cb1664-c124-44b6-94b3-63fdb14448df)

Sorting Objects And Events Based On Easily Identified Characteristics And Using Digital Systems To Represent Patterns In Data, For Example Sorting Birthdates And Presenting The Patterns Using Seasonal Symbols (ELBT308)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fe60c569-0afa-430a-8172-62eef348adc5)

Making Generalisations About Data Sets, For Example Comparing Different Ways Of Travelling To And From School Using Classroom Data, Discussing Results And Finding Patterns In Modes Of Travel (ELBT93)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aee014ea-39dc-46ee-a6a0-d06eff2adb4c)

Experimenting With Different Ways Of Representing Patterns, For Example Using Materials, Sounds, Movements Or Drawing (ELBT91)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/841f41c7-2083-4b99-9362-d2a5d0e0c351)

Exploring With Patterns Of Objects Or Symbols To Represent Data, For Example The Symbol 12 May Represent Different Data To 21, Or That An Email Address Has A Name Followed By An @ Symbol Followed By Another Type Of Name (ELBT323)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/db0b229e-412f-4504-b590-5d5f60d07c41)

Creating Different Patterns Using The Same Elements, For Example Using Patterns Of Coloured Counters To Communicate And Give Meaning Such As A Response Of 'Yes' Or 'No' (ELBT108)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9f1c2da5-9f57-4d29-9906-ca4985f4855b)

Learning About How Data Are Represented By Changing Pixel Density (Resolution) In A Photograph With Support And Noting The Change In File Size To Successfully Email To A Friend (ELBT106)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bc0664e1-12e5-4d33-8ec0-cb1a73b0aab1)

Identify, use and explore digital systems (hardware and software components) for a purpose (ACTDIK001)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ea2ab715-b296-4c50-b5be-7c34bf83ce1d)

Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3fcdfb3c-f1bb-43e3-bf18-89fa44d2b4b6)

Digital Technologies Knowledge and Understanding
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ced46e66-7174-4a00-8567-4b2cdab52945)

Foundation To Year 2 Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/74f46dc5-f073-4e11-923d-07c90ec7d351)

Collecting, And Sorting Data Through Play, For Example Collecting Data About Favourite Toys And Sorting Them Into Categories Such As Toys They Like Or Dislike (ELBT23)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7786f906-a6c4-4d40-8d00-f755bd85f8a6)

Locating And Purposefully Using Visual Or Text Data, For Example Searching Through A Digital Photo Library To Select An Image, Taking Into Account Cultural Considerations Such As Awareness Of Appropriate Use Of Images And Audio Recordings Of Deceased Persons (ELBT172)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/78938a96-e70e-4c37-bdc0-ac0e412f42de)

Exploring, Imagining And Comparing The Usefulness Of Different Data Displays, For Example Jointly Creating Simple Column Graphs And Picture Graphs To Represent Different Types Of Items (ELBT293)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/960acd21-3caf-4e23-976a-6a2da87da7eb)

Exploring And Creating Graphs To Represent Classroom Data, For Example Collecting Data On The Country Of Birth Of Each Student And Presenting The Results As A Picture Graph (ELBT448)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ed1f7e24-c502-4480-bc62-18faae47c865)

Using Digital Systems To Organise Data To Improve Meaning, For Example Using Word Processing Software To Create A List Of Tasks Or Visualisation Software To Create A Mind Map (Diagram) Showing Relationships Between Characters In A Story (ELBT275)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7788b6ce-3a99-4e9a-8381-73c99fbca8d1)

Using Common Software To Present Data Creatively, For Example As A Slideshow, Movie, Sounds, Image, Chart, Word Art, Poster Or Drawing (ELBT41)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7ab1ddf3-0ae7-4b52-9517-ebedcf0fd647)

Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a9284032-054a-4686-887c-e6dd2ed140f6)

Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f428f2cc-df0f-4b3f-b21b-80c70354e45a)

Experimenting With Very Simple, Step By Step Procedures To Explore Programmable Devices, For Example Providing Instructions To Physical Or Virtual Objects Or Robotic Devices To Move In An Intended Manner, Such As Following A Path Around The Classroom (ELBT62)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/70ef4fa8-cdce-47ac-b664-dfbafbf90570)

Writing And Entering A Simple Set Of Instructions Jointly To Sequence Events And Instructions, For Example Scanning Personal Photographs And Collating And Ordering Significant Personal Events Or Milestones And Describing The Steps Involved In The Process (ELBT59)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ca76b6bf-1ce0-4f70-b072-e0cc4c107b84)

Presenting A Sequence Of Instructions Or Events In A Series Of Slides Or Screens With Text And Pictures (ELBT247)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d701a64e-ed7f-4566-be3b-7ff116a8182f)

Recognising Sequences Of Instructions Or Events That Are Commonly Experienced Such As The Sequence Of Traffic Lights Or Instructions For Recording A Tv Show Or How Their Lunch Order Is Taken And Delivered (ELBT146)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/db65a9d3-5679-42dc-859e-b6e0d7b22cb1)

Following A Series Of Instructions To Use A Piece Of Hardware Or Software, For Example Taking A Photograph, Editing And Storing It To Include In A Slow Motion (ELBT379)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7ef08ed9-d5ca-4f87-b839-41954817dbef)

Years 3 And 4 Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/07fe87ca-5407-48f7-9bfd-87fca1cf5d37)

Explaining What The Problem Is And Some Features Of The Problem, Such As What Need Is Associated With The Problem, Who Has The Problem And Why (ELBT99)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/45ff0a00-593e-4089-9e4b-ce0cebda0e4f)

Describing, Using Drawings, Pictures And Text, The Sequence Of Steps And Decisions In A Solution, For Example To Show The Order Of Events In A Game And The Decisions That A Player Must Make (ELBT274)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/07e3b9fd-478b-4f8d-947a-74422e288ece)

Experimenting With Different Ways Of Describing A Set Of Instructions, For Example Writing Two Versions Of The Same Simple Set Of Instructions For A Programmable Robotic Device (ELBT72)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/215f02aa-59cb-4fc9-b58a-ddfc21192377)

Explaining To Others How To Follow Technical Instructions, For Example How To Capture And Download Images From A Mobile Device (ELBT111)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1b549ab1-7cf6-4794-a040-c9e570df4ad0)

Defining And Describing The Sequence Of Steps Needed To Incorporate Multiple Types Of Data In A Solution, For Example Sequencing The Steps In Selecting And Downloading Images And Audio To Create A Book Trailer (ELBT417)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ba8b0cab-6680-4a0e-a9d4-292dd2653dd2)

Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them (ACTDIP010)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4c3da147-487a-4838-beb1-aa7b06e93c26)

Using Different Peripheral Devices To Display Information To Others, For Example Using A Mobile Device, Interactive Whiteboard Or A Data Projector To Present Information (ELBT177)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/85c37ddf-7ba6-4054-a96d-a8379f2e0c60)

Using Specific Peripheral Devices To Capture Different Types Of Data, For Example Using A Digital Microscope To Capture Images Of Living And Non Living Things (ELBT199)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c7aa108b-c6b7-49d0-b220-994a0e24bf3c)

Experimenting With Different Types Of Digital System Components And Peripheral Devices To Perform Input, Output And Storage Functions, For Example A Keyboard, Stylus, Touch Screen, Switch Scan Device Or Joystick To Input Instructions; A Monitor, Printer Or Tablet To Display Information; A Usb Flash Drive And External Hard Drive As Storage Peripheral Devices (ELBT83)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e0447075-e087-4398-9025-d880bffd3e47)

Recognising That Images And Music Can Be Transferred From A Mobile Device To A Computer, For Example Using A Cable To Connect A Camera And Computer To Upload Images For A Photo Story (ELBT75)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8f13d746-33ea-4cce-b925-dcc7341e8900)

Explore and use a range of digital systems with peripheral devices for different purposes, and transmit different types of data (ACTDIK007)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/268c13b7-9a35-4475-8a1d-14c6ba2ca3d0)

Acquire, store and validate different types of data and use a range of commonly available software to interpret and visualise data in context to create information (ACTDIP016)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a85e2830-6f98-46a5-a931-91955d189233)

Using Digital Systems To Validate Data, For Example Setting Data Types In A Spreadsheet To Make Sure A Date Is Input Correctly (ELBT229)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/531108eb-bece-4f8f-97a7-87a28eadc924)

Selecting And Using Peripheral Devices Suitable To The Data, For Example Using A Data Probe To Collect Data About Changing Soil Temperatures For Plants, Interpreting The Data And Sharing The Results As A Digital Graph (ELBT299)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0733e77d-c5c9-4cf4-9c08-6545fa6276f0)

Recognising The Difference Between Numerical, Text And Date Formats In Spreadsheets (ELBT451)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/350ea069-284b-44f2-9d5a-17a6e709a59f)

Using Software To Automate Calculations To Help With Interpreting Data, For Example Using Functions To Make Arithmetic Calculations Using Multiple Cells And Summing Cell Ranges (ELBT38)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/105965bd-9621-4e09-9d3a-ed2fd6927459)

Acquiring Data From Online Sources By Narrowing The Focus, For Example Filtering Data Using Provided Options Or Performing Queries Using Advanced Search Functions (ELBT385)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/33ba699f-891e-4cae-8e53-3d91785e9228)

Using Data Visualisation Software To Help In Interpreting Trends, For Example Uploading Data To A Web Application And Building A Visualisation Of The Dataset (ELBT223)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dcca6da3-270d-4606-8eae-8ae6ba824fb4)

Years 5 And 6 Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2301139b-c9b5-48de-9004-5b96c5e0f495)

Years 7 And 8 Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e7b33b15-19f4-4d34-a465-4f11be6bb738)

Using Features And Functions Of Software To Summarise Data To Create Information, For Example Calculating A Simple Budget Of Income And Payments And Creating A Summary Table For Analysis (ELBT395)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c1e65e32-65a8-4260-9a44-39432d4800ca)

Visualising Data To Create Information, For Example Identify Trends And Outlier Data From Spreadsheets Using Plots, Or Displaying Geocoded Data On A Map (ELBT85)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9ec53d0e-d59b-4137-9d3e-d818ab55c274)

Applying A Set Of Conditions To A Spreadsheet To Organise And Filter Data, For Example Using Conditional Formatting To Highlight The State Of Particular Cells, And Filtering And Sorting Categorical Data Using Column Filters (ELBT241)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/131f88e6-1689-4f62-b81d-81b1750f6f8a)

Querying An Existing Database To Extract Data For Analysis, For Example Devising Multiple Selection Criteria Or Using Simple Structured Query Language (Sql) Select Statements To Select Records And Retrieve Specified Fields (ELBT386)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/759e7f7a-3ed1-411a-bc21-3d6dac10baa3)

Describing The Attributes Of Complex Objects, For Example Defining The Records, Fields, Formats And Relationships Of A Simple Dataset (ELBT193)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/65307b86-d87c-4f7d-aa14-9c79466ef15d)

Modelling The Attributes Of Real World Objects For A Computer Game (ELBT87)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e97503d3-cdae-494b-8ca1-d741bcc84f1c)

Determining The Factors That Influence Proposed Solution Ideas, For Example User Age Affects The Language Used For Instructions, Dexterity Affects The Size Of Buttons And Links, Hearing Or Vision Loss Influence Captioned Or Audio Described Multimedia As Alternative Ways That Common Information Is Presented On A Website (ELBT458)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/89a50c0e-6885-4775-b5c0-132d8522cc0d)

Investigating Types Of Environmental Constraints Of Solutions, For Example Reducing Energy Consumption And On Screen Output Of Solutions (ELBT32)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a19a2821-94db-4941-8e97-ef1053f1c966)

Identifying That Problems Can Be Decomposed Into Sub Elements, For Example Creating A Decision Tree To Represent The Breakdown And Relationships Of Sub Elements To The Main Problem Or Identifying The Elements Of Game Design Such As Characters, Movements, Collisions And Scoring (ELBT252)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d0eefd0e-38bf-42d1-88ce-7de0eff01c3b)

Starting From A Simplified System, Gradually Increase Complexity Until A Model Of A Real World System Is Developed, And Record The Difficulties Associated With Each Stage Of Implementation (ELBT136)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c3ae9e81-dc3b-4570-a535-bd933a09369b)

Organising The Instructions And Files In Readiness For Implementation Of A Solution, For Example Applying A File Naming Convention To All Data Files That Are Going To Be Used To Create Solutions (ELBT259)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9f4dbc4b-6958-45c2-bcb1-7b5438e27935)

Documenting The Tasks That Need To Be Done, Their Order And The Resources That Are Needed To Create Solutions (ELBT387)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7d50199f-8d64-48f7-9ed7-3d37c4922a25)

Devising And Applying Protocols To Manage The Collaborative Creation Of Solutions, For Example Planning To Use Cloud Computing To Store Common Files And Establishing Virtual Meetings That Acknowledge Time Zone Differences (ELBT467)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/90a223da-3b29-4926-bc09-0d199942b5d8)

Organising The Timeline, Resources, File Naming Conventions, Back Up Measures And Sequence Of Tasks Required To Collaboratively Create Solutions That Meet Specified Needs (ELBT281)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/48017a87-1c13-46e1-abcd-71229fc1859c)

Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f028d6e7-3dd0-4ceb-878e-889cdf9f1533)

Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints (ACTDIP027)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b2e3b76b-80bd-4ac0-8131-02053317d8fb)

Plan and manage projects, including tasks, time and other resources required, considering safety and sustainability (ACTDIP033)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7ba5a796-8d1e-49ec-a70d-c9e968d21deb)

Evaluating Design And Technology Professions And Their Contributions To Society Locally, Nationally, Regionally And Globally, For Example Aboriginal Designers Collaborating With International Craftspeople For Local Enterprises (ELBT359)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4fe0c825-c4aa-422f-8d8e-499ee6812801)

Recognising The Impact Of Past Designed Solutions And Possible Future Decisions In Relation To Creating Preferred Futures, For Example The Design Of Public Transport Systems That Use Renewable Energy And The Design Of Rural Communities To Reduce Fire Risk (ELBT372)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fd027776-77fc-409e-a80b-444f64bcbf37)

Considering The Factors That Influence Design And Professional Designers And Technologists, Including Time, Access To Skills, Knowledge, Finance, Expertise, For Example Australian Designers Working With Rapid Prototyping Manufacturers In China (ELBT5)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e564404b-2021-4530-8674-fd397026c8dd)

Explaining How Product Life Cycle Thinking Can Influence Decision Making Related To Design And Technologies, For Example Rethinking Products To Provide For Re Use, Selecting A Material For A Product That Has A Lower Carbon Footprint (ELBT226)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5fbd296e-c078-482c-8708-88e6f06b64db)

Critiquing Mass Production Systems Taking Into Account Ethics And Sustainability Considerations, For Example The Mass Production Of Food, Clothing And Shoes And Why Manufacturers Produce Different Versions Of The Same Product (ELBT475)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/780aa3a1-c2e5-4791-9f6a-04aab9c2b6a9)

Considering How Creativity, Innovation And Enterprise Contribute To How Products, Services And Environments Evolve (ELBT237)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fa9da7d8-cf52-44b8-9e09-82c4ec312885)

Exploring The Ways Commercial Enterprises Respond To The Challenges And Opportunities Of Technological Change, For Example E Commerce, And Carbon Footprint (ELBT479)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/76211057-a3d0-4837-9e40-0283f49b0f89)

Explaining The Consequences Of Social, Ethical And Sustainability Decisions For Products, Services And Environments, For Example A Managed Public Environment Such As A Theme Park (ELBT190)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ced52e8f-b404-4827-82c4-9fa78fcba58a)

Predicting The Impact Of Emerging Technologies For Preferred Futures (ELBT378)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/569a0b8b-10c8-4e89-aa90-425c0185e2e1)

Constructing Scenarios Of How The Future May Unfold (Forecasting) And What Impacts There May Be For Society And Particular Groups, And Back Casting From Preferred Futures (ELBT400)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fa0a0a4d-256c-4d65-a4db-35d6d1a78910)

Recognising Real World Problems And Understanding Basic Needs When Considering Designed Solutions, For Example Engineers Without Borders High School Outreach Program Allows Students To Design Solutions To Problems In A Country In Asia (ELBT189)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a07216a1-43ea-47d7-a2ab-a016eb767fef)

Explaining The Way Common Machines Combine Properties Of Materials And Force, Motion And Energy In, For Example, Cranes On Building Sites (ELBT132)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0d5add88-d0fe-491a-a49d-c055d48ac9ec)

Examining And Explaining The Interaction Between Material Properties And Function Of A Common System, Such As Car Brakes (ELBT435)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1bd39760-2e23-4d71-85d6-20e08f0af6eb)

Analysing The Relationship Between Materials Of Properties, Forces And Safety In Engineered Systems Such As Bridges (ELBT405)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9452af67-8923-41d3-bc46-331bf06ef33a)

Critiquing The Effectiveness Of The Combinations Of Materials, Forces, Energy And Motion In An Engineered System Such As A 3 D Printer (ELBT101)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4ea46781-1f60-48b2-9884-ccc919b24bc2)

Calculating Forces, Reactions And Loads In Structures (ELBT161)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3c0d88fe-ddca-4466-a3be-b19238e1915a)

Examining Emerging Production Technologies And Methods In Terms Of Productivity, Profitability And Sustainability, For Example Vertical Farming, Recirculation Technologies In Aquaculture (ELBT126)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4151d547-8919-460c-9a60-c2291a18a125)

Investigating How Digital Technologies Could Be Used To Enhance Food Production Systems, For Example Global Positioning System (Gps) For Managing Animals, Crop Sensors Or Automated Animal Feeding Or Milking (ELBT116)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/40790a1e-5a55-4a37-8823-c527ecebc04b)

Comparing The Environmental Impacts Of Intensive And Extensive Production Systems And Their Contribution To Food And Fibre Production (ELBT26)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b7f4661d-f5a7-404b-bc43-f37ad1e9d4af)

Investigating The Interdependence Of Plants And Animals In Food And Fibre Production (ELBT197)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5d3ca6a7-341b-48a1-bf06-9ac8293d84ea)

Examining The Marketing Chain Of A Range Of Agricultural Products And Outlining The Effect Of Product Processing And Advertising On Demand And Price (ELBT183)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/70909327-1051-44b1-8f05-a1ce1dbfea38)

Taking Account Of Animal Welfare Considerations In Food And Fibre Production Enterprises (ELBT60)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ee6aa646-a583-4dbd-b719-e0c02a2498e6)

Experimenting With Food Preservation Methods Such As Freezing And Dehydrating To Determine Changes To Food Structure And How These Impact On Designing Healthy Food Solutions, For Example Dehydrating Fruit For The Lunch Box (ELBT74)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2982a723-f1cd-45e5-aed3-dd02ed911414)

Conducting Sensory Assessment Testing Of A Range Of Foods To Determine How These Characteristics Might Be Used To Enhance Food Solutions, For Example Taste Testing A Variety Of Milks, Comparing Freshly Squeezed Juice To Commercial Juices (ELBT472)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b2025419-2a6b-49ab-b9bf-08ebb76992eb)

Determining How The Causes Of Food Spoilage Can Be Addressed When Preparing, Cooking, Presenting And Storing Food Items, For Example Developing A Comprehensive Checklist Of Considerations For Safe And Hygienic Food Storage And Preparation Including Danger Zone Temperatures For A Food Service (ELBT477)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f1842ca-367c-41fd-ba90-037ab3beb29c)

Preparing And Presenting Foods Using A Range Of Techniques To Ensure Optimum Nutrient Content, Flavour, Texture And Visual Appeal, For Example Designing And Producing A Healthy Snack For The Canteen And Using Food Photography And Digital Technologies To Promote The Item In A Healthy Eating Campaign (ELBT52)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dd8c9572-98d1-46d4-991c-e7b37a73b773)

Critiquing The Design Of An Existing Product To Identify Environmental Consequences Of Material Selection (ELBT374)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/98a018e8-2c3f-47fe-a517-43b317c6c486)

Justifying Decisions When Selecting From A Broad Range Of Technologies – Materials, Systems, Components, Tools And Equipment, For Example Selecting Low Emission Paints And Locally Sourced Materials (ELBT295)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a82d4ac5-645a-436d-88c8-6905a6a07d9b)

Analysing And Explaining The Ways In Which The Properties And Characteristics Of Materials Have Been Considered In The Design Of A Product With Specific Requirements Such As Reduced Weight To Reduce Transport Costs In Rural Australia (ELBT234)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/807684ca-f261-4262-9c3c-8360b3bfe966)

Investigating Emerging Materials And Their Impact On Design Decisions (ELBT328)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3a188deb-d38f-4595-8c6b-5af68415a7c9)

Examining Factors Influencing The Design Of A Product That Has An Explicit Environmental Emphasis, For Example The Low Flush Toilet (ELBT187)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f3adde3b-78a7-4a8d-85b5-a0db7e3b4b26)

Critiquing Product Manufacturing Processes In Relation To Society, Ethics, And Sustainability Factors, For Example A Mechanised Entertainment System; An Interactive Multimedia Product To Teach A Concept To A Student In A Country In Asia (ELBT306)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e72ee526-b20c-494d-97f3-638356efbd7d)

Critiquing The Social Nature Of Services, For Example A Signage System To Manage Students And Community Members During A School Function (Signs May Include Words, Pictures And/Or Braille); Organisational System For An Aged Care Facility (ELBT410)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/743262a8-2868-4f0d-a7db-2d5a00b67c3f)

Critiquing Environments In Relation To Preferred Futures In Relation To Society, Ethics And Sustainability Practices, For Example The Refurbishment Of A Local Playground; The Re Design Of A Local Wetland (ELBT397)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7ea34a1c-25da-46da-bf2b-37be5ee43cdc)

Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e096e79a-ef66-4765-b1a0-87d78eef1f8b)

Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b31396d6-83dc-420f-aef0-5194a6ec4f62)

Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a5207bd5-06d5-44fc-9ca2-eb1fa5ccf4b9)

Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1f464abf-5a34-4aaa-a032-21b19ba8ca1d)

Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3c3e5c55-0a98-4ae5-818c-922d032cb599)

Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e6a07fe0-7229-4fba-8db1-a6dd9ca4131e)

Investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a70daed5-671d-4cd6-90d9-dcd1681a8ce7)

Critiquing The Design Of New Products To Identify How Well Design Ideas Respond To Sustainability Issues (ELBT196)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f99fd151-2a0c-403d-b310-9bd4a88a40ff)

Critiquing A Range Of Design And Technologies Ideas, For Example Assessing Those That Draw On The Intellectual Property Of Others, Exploring How Well The Ideas Respond To International And Australian Standards (ELBT413)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d1c68326-259f-4acf-adbe-2aef871c59e3)

Considering The Needs Of Community Groups To Identify Rich Design Tasks (ELBT300)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/af88940b-16fc-456a-baa2-65146afe8752)

Examining Relationships Of Properties For Complementary Materials For Products, For Example Examining Compressive And Tensile Strengths Of Materials (ELBT114)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/329bfece-b8ec-48e2-bc7c-c7530833df01)

Identifying Appropriate Tools, Equipment, Techniques And Safety Procedures For Each Process And Evaluating Production Processes For Accuracy, Quality, Safety And Efficiency (ELBT470)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1870d8d5-659e-4bf5-bd0d-0a4e53043fba)

Using Techniques Including Combining And Modifying Ideas And Exploring Functionality To Generate Solution Concepts (ELBT285)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4a9a465c-610d-4a78-9c6f-6e84c2607b6a)

Undertaking Functional, Structural And Aesthetic Analyses Of Benefits And Constraints Of Design Ideas, For Example To Different Communities And Environments Including Those From The Countries Of Asia (ELBT3)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2d2ff90c-5b4b-4054-9605-ff0d9c04b384)

Re Imagining Designs To Feature Emerging Technologies (ELBT356)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/961acd3b-2572-43ff-9497-4c3b25e2aa7d)

Considering Competing Variables That May Hinder Or Enhance Project Development, For Example Weight, Strength And Price; Laws; Social Protocols And Community Consultation Processes (ELBT64)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/74e6c074-0793-427f-8bc2-dfb42f8203df)

Producing Drawings, Models And Prototypes To Explore Design Ideas, For Example Using Technical Drawing Techniques, Digital Imaging Programs, 3 D Printers Or Augmented Reality Modelling Software; Producing Multiple Prototypes That Show An Understanding Of Key Aesthetic Considerations In Competing Designs (ELBT123)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d957c565-f157-4cc4-b944-c37176399354)

Communicating Using Appropriate Technical Terms And Recording The Generation And Development Of Design Ideas For An Intended Audience Including Justification Of Decisions, For Example Developing A Digital Portfolio With Images And Text Which Clearly Communicates Each Step Of A Design Process (ELBT159)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b7659e13-c0e9-4a7f-82f3-b21a4d7a96b0)

Refining Technical Skills And Using Production Skills With Independence To Produce Quality Designed Solutions And To Reduce Risks In Production (ELBT445)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/90d86b70-0862-40e6-9b2f-1b31e0d8cd69)

Using Materials, Components, Tools, Equipment And Techniques Safely And Considering Alternatives To Maximise Sustainability, For Example Using Timber Because It Stores Carbon And Offsets The Demand For Alternative Products (ELBT167)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3aed9dfa-83fa-4b3c-84aa-aeb4fa990d6b)

Experimenting With Innovative Combinations And Ways Of Manipulating Traditional And Contemporary Materials, Components, Tools, Equipment And Techniques, And Recording Findings In A Collaborative Space To Debate The Merits

Of Each With Peers (ELBT53)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3b59013e-74ef-4721-be49-e7842c996a68)

Explaining Safe Working Practices Required For A Specific Classroom Design Project For Individual Or Community Use
(ELBT341)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a5aa098b-23a6-4cfa-8568-52ed571142b6)

Modifying Production Processes To Respond To Unforeseen Challenges Or Opportunities, For Example When Producing
Bulk Quantities Of Recipes, Lower Than Average Rainfall And Impacts On Growth, Materials With Unexpected Faults
(ELBT409)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/93eb0b41-b674-4309-aae8-2eb2ad3c1d5b)

Establishing Specific Criteria For Success For Evaluating Designed Solutions (ELBT144)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a2bc3df6-2343-4c79-a76c-b78bfb5d9ac3)

Evaluating And Justifying The Use And Best Combination Of Traditional, Contemporary And Emerging Technologies
During Project Development, Including Consideration Of Sustainability, For Example Farming Methods In South East Asia
(ELBT50)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/33cef5f3-ec6b-4149-8c1a-e7e09f08c99c)

Evaluating Choices Made At Various Stages Of A Design Process And Modifying Plans When Needed With Consideration
Of Criteria For Success (ELBT416)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b855b702-3fd8-4e76-9cd4-2a086c80ae80)

Evaluating Projects For Their Long Term Application, Functionality And Impact (ELBT249)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1b0210d9-36ab-492d-9d82-7f1ee5299db3)

Reflecting On Learning, Evaluating Processes And Transferring New Knowledge And Skills To Future Design Projects
(ELBT464)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/eeba3bd6-ca47-44ff-b563-0f48e87f9183)

Producing, Explaining And Interpreting Drawings; And Planning Production Timelines Using Digital Technologies
(ELBT330)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/16adb672-3e3f-48d4-8ef5-5a4d16207125)

Creating Production Flow Charts Using Digital Technologies To Ensure Efficient, Safe And Sustainable Sequences
(ELBT289)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c9e1a424-e2d9-4798-bb5e-6d019d4df10b)

Establishing Materials And Equipment Needs Using Digital Technologies Such As Spreadsheets (ELBT164)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fb5187cc-f07e-477f-aed4-b0820ae9d336)

Collaborating To Develop Production Plans For Equitable Distribution Of Work (ELBT348)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ec10cd80-7659-4cb1-92f4-4fe82246240b)

Investigating Manufacturing Processes To Identify Strategies To Enhance Production (ELBT335)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/076131ac-a602-436a-9934-581600f8b0f6)

Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range
of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9a2e72de-d629-4500-b722-44c72d4dd8d3)

Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of
increasing sophistication (ACTDEP049)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ffdc8ee2-9e7b-4757-b2c5-7d82ef17de8f)

Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
(ACTDEP050)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f8979691-dc5e-4c10-813d-631fd7245114)

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for
sustainability (ACTDEP051)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fb1fea15-bb47-4482-bb52-d89796e5a210)

Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into
consideration time, cost, risk and production processes (ACTDEP052)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c781634f-e5c0-4e32-8318-9740967b841c)

Design and Technologies Knowledge and Understanding
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e6dbc0d1-df98-42fb-8903-74e6414838d8)

Design and Technologies Processes and Production Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3aea4760-160b-4b08-bd77-4dc6c673edc7)

Years 9 And 10 Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6f8b4d5b-c26a-48a4-81f9-29c85b299a32)

Years 9 and 10
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/41aed966-d82f-4322-b701-1682a37e7b98)

Years 7 And 8 Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4379b504-5c72-4d32-bc0b-da97e70d95e9)

Investigating Aspects Of Technologies Specialisations, For Example In Architecture, Critiquing The Design Of An Existing
Building To Identify Features Of Passive Design Or In Fashion, Evaluating The Sustainability Of Different Fibres (ELBT441)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2864f199-f647-4416-a325-1d76f87b0ba3)

Investigating And Selecting From A Broad Range Of Technologies – Materials, Systems, Components, Tools And
Equipment – When Designing For A Range Of Technologies Contexts (ELBT203)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c7e60fe3-d876-405a-b815-97a11bf88e31)

Considering The Ways In Which The Characteristics And Properties Of Technologies Will Impact On Designed Solutions,
For Example The Choice Of Building Materials And Housing Design In Australia And The Countries Of Asia; The Properties
Of Textile Fibres And Fabrics Determine End Use (ELBT14)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b88ef556-1c2c-49bf-b479-fa5ddae72725)

Considering Safe Work Practices, For Example Producing A Safety Information Video That Details Risk Management
Practices For Using A Piece Of Equipment In The Classroom Or Within A Community (ELBT148)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/574fbbc9-a902-40d9-98ac-b5cecb3431cb)

Evaluating Products And Services For The Individual And The Community Considering Ethics And Social Factors, For
Example A Short Video Encouraging Individuals To Increase Their Use Of Public Transport In The Local Area (ELBT419)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/07202294-16be-4325-9567-28b2d474fd12)

Evaluating Environments That Have Been Designed In Consultation With Community Groups, For Example A Bush Tucker
Community Garden Developed In Consultation With Local Elders (ELBT16)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ba163476-39f5-41b2-b75c-f8c277e32fa7)

Analyse ways to produce designed solutions through selecting and combining characteristics and properties of
materials, systems, components, tools and equipment (ACTDEK034)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1d6d88da-6544-471f-893f-7cd5a92b4f95)

Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate
technical terms and technologies including graphical representation techniques (ACTDEP036)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c4bdda3d-e427-46e6-bb42-7d45f2627231)

Using A Variety Of Critical And Creative Thinking Strategies Such As Brainstorming, Sketching, 3 D Modelling And Experimenting To Generate Innovative Design Ideas (ELBT339)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c8bb944c-887b-4c02-9429-543dc9d3b4c8)

Considering Which Ideas To Further Explore And Investigating The Benefits And Drawbacks Of Ideas, For Example Using Digital Polling To Capture The Views Of Different Groups In The Community (ELBT129)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/99f61661-4351-4acc-bafa-c1868bb03c90)

Identifying Factors That May Hinder Or Enhance Project Development, For Example Intercultural Understanding (ELBT460)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b25e1045-8674-4097-82b9-11efb6e47c68)

Developing Models, Prototypes Or Samples Using A Range Of Materials, Tools And Equipment To Test The Functionality Of Ideas (ELBT178)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/13803ff3-296b-4d8d-8e87-a82b84625f90)

Producing Annotated Concept Sketches And Drawings, Using: Technical Terms, Scale, Symbols, Pictorial And Aerial Views To Draw Environments; Production Drawings, Orthogonal Drawings; Patterns And Templates To Explain Design Ideas (ELBT373)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/244267a7-6b19-4d78-99d9-43bf3994de40)

Documenting And Communicating The Generation And Development Of Design Ideas For An Intended Audience, For Example Developing A Digital Portfolio With Images And Text Which Clearly Communicates Each Step Of A Design Process (ELBT296)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3a40a0b7-ec3a-47df-b4bd-6905260cbb20)

Effectively and safely use a broad range of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP037)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c66da6f7-72ff-4c7e-af71-65f238e772ce)

Developing Technical Production Skills And Safe Working Practices With Independence To Produce Quality Solutions Designed For Sustainability (ELBT277)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aa3aa439-6c7d-462d-859a-731bcd5f2e22)

Practising Techniques To Improve Expertise, For Example Handling Animals, Cutting And Joining Materials (ELBT439)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f977d219-1a5a-4df6-97a8-1e068f5bf9a0)

Identifying And Managing Risks In The Development Of Various Projects, For Example Working Safely, Responsibly, Cooperatively And Ethically On Design Projects, Assessing Uncertainty And Risk In Relation To Long Term Health And Environmental Impacts (ELBT432)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/607d892e-942c-4a3b-8d80-2449a2908725)

Developing Innovative Ways Of Manipulating Technologies Using Traditional And Contemporary Materials, Components, Tools, Equipment And Techniques And Considering Alternatives Including Emerging Technologies That Could Be Substituted To Reduce Waste Or Time (ELBT31)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7b6578b5-2dc1-45f6-82f8-ef5132769a28)

Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability (ACTDEP038)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8cd20ac6-629b-4924-9ab4-217f842eb108)

Developing Criteria For Success To Assess The Success Of Designed Solutions In Terms Of Aesthetics, Functionality And Sustainability (ELBT192)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e22fe543-a4e5-4040-87fc-9d854d3b21cd)

Considering How To Improve Technical Expertise (ELBT273)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/430a8003-0650-413a-9a7f-747ac62122ab)

Evaluating Designed Solutions And Processes And Transferring New Knowledge And Skills To Future Design Projects (ELBT88)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/28942734-e9f2-4ab5-8fe1-d6f5870e885d)

Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bf511b4d-2edc-42cb-b334-198ef958df5c)

Explaining And Interpreting Drawings, Planning And Production Steps Needed To Produce Products, Services Or Environments For Specific Purposes (ELBT54)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/92c3085a-5aa5-4a9b-8a96-e6e714b282c3)

Organising Time, Evaluating Decisions And Managing Resources To Ensure Successful Project Completion And Protection Of The Work Space And Local Environment (ELBT86)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b11dfa31-a163-40df-8e0a-d7cae4b9110d)

Identifying Risks And How To Avoid Them When Planning Production (ELBT473)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c98233f2-357b-44cb-8ac0-08606fd33d2a)

Investigating The Time Needed For Each Step Of Production (ELBT11)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/afa74b73-f3d6-42bc-a7ed-fb7c8947caf6)

Years 5 And 6 Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9f5b49a0-54cd-4872-be6d-839ba272b9b2)

Generating A Range Of Design Ideas For Products, Services Or Environments Using Prior Knowledge, Skills And Research (ELBT408)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ecc70bac-4ded-4719-8922-2fe8ac3055fd)

Developing Alternative Design Ideas And Considering Implications For The Future To Broaden The Appeal And Acceptance Of Design Ideas (ELBT200)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/adb45c63-290a-4731-abb6-99032031ac5b)

Analysing And Modifying Design Ideas To Enhance And Improve The Sustainability Of The Product, Service, Environment Or System (ELBT365)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/059cdc15-9fbe-4dcd-ad2f-47592878e0ea)

Representing And Communicating Design Ideas Using Modelling And Drawing Standards Including The Use Of Digital Technologies, For Example Scale; Symbols And Codes In Diagrams; Pictorial Maps And Aerial Views Using Web Mapping Service Applications (ELBT364)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b45f775a-3a31-4e00-80e6-4876549184f2)

Experimenting With Materials, Tools And Equipment To Refine Design Ideas, For Example Considering The Selection Of Materials And Joining Techniques To Suit The Purpose Of A Product (ELBT267)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6b897f57-6cba-4870-93e0-78ef6a957b77)

Matching Material And Joining Techniques To The Design Intention, For Example Accurately Cutting And Sewing The Fabric Pieces To Make A Community Banner Or Joining Components To Produce An Electric Circuit (ELBT398)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/584313ca-a299-405a-bea0-378ff0c21759)

Working Safely, Responsibly And Cooperatively To Ensure Safe Work Areas, For Example The Safe Use Of Equipment When Making A Water Resistant, Floating Craft Or A Model Of An Environmentally Sensitive Outdoor Shelter (ELBT27)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7b61b9e2-0c45-4d5c-8c56-f2f1151c7d86)

Using Appropriate Personal Protective Equipment Required For The Use Of Some Tools And Equipment, For Example Protective Eyewear (ELBT375)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ead2ce71-6d9b-47ef-beeb-4362bd5975a9)

Manipulating Materials With Appropriate Tools, Equipment And Techniques, For Example When Preparing Food, Cultivating Garden Beds, Constructing Products (ELBT357)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/46e13eed-0f3d-44dc-b5a8-4b5180e53aec)

Examining The Essential Features Of Existing Processes To Inform Project Planning Including Safe Work Practices That Minimise Risk (ELBT225)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9c675bfc-0f22-4fe3-a4ee-8a2d60e05f90)

Setting Milestones For Production Processes And Allocating Roles To Team Members (ELBT268)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/87878c78-ed26-4990-97de-76c04472692d)

Identifying When Materials, Tools And Equipment Are Required For Making The Solution (ELBT165)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/872ce6b5-deb1-4b49-9af5-b02fcdcb8ddd)

Outlining The Planning And Production Steps Needed To Produce A Product, Service Or Environment Using Digital Technologies (ELBT143)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a5b5d5fd-d72c-4d06-a01a-b7977bcfffbf)

Reflecting On Planned Steps To See If Improvements Can Be Made (ELBT392)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b14f533a-5986-46c6-80ab-398cfb567a88)

Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8abf34c6-43f0-48c4-a26b-5c673f37cbf0)

Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP026)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4bf5ec16-d3fe-46a8-a2a6-7495e977c1d7)

Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/648ab0a9-fcc2-4b35-9ad8-fad594b56609)

Exploring, Playing With And Testing Materials For Their Appropriateness, For Example Materials For A New Sun Shade Product (ELBT158)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f913f321-5515-4f21-a84c-b24a39ca240e)

Examining The Suitability Of A Service Or Everyday System And Proposing Improvements, For Example A Water Saving System For A Bathroom At Home (ELBT154)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/53ce6d07-9077-4e78-8f69-b32da7248aee)

Investigating Materials, Components, Tools And Equipment, Including By Using Digital Technologies, To Discover Their Characteristics And Properties, How They Can Be Used More Sustainably And Their Impact In The Future (ELBT427)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6961b9f5-4acd-4074-8420-26700fdf15fa)

Considering The Impact Of Environments On Users, For Example A School Vegetable Garden, A Protected Outdoor Play Area (ELBT236)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c49d297d-63ba-44d2-abae-830cdc247174)

Exploring And Testing Factors That Impact On Design Decisions, For Example Considering The Demographics Of An Area Or The Impact Of Natural Disasters On Design Of Constructed Environments Such As The Structural Design Of Buildings In Japan To Withstand Earthquakes (ELBT287)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ceb8e442-83cc-43bc-b341-6db3be5cf35f)

Critiquing Designed Products, Services And Environments To Establish The Factors That Influence The Design And Use Of Common Technologies, For Example The Characteristics That Contribute To Energy Efficient Cooking Such As Wok Cooking; The Suitability And Sustainable Use Of Particular Timbers (ELBT49)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0f9c53d3-06e1-4a09-acfd-e8ef80492ef9)

Examining Models To Identify How Forces And Materials Are Used In The Design Of A Toy (ELBT118)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ae10fac8-e325-4751-9c5d-c508aaf538e9)

Exploring Through Play How Movement Can Be Initiated By Combining Materials And Using Forces, For Example Releasing A Wound Rubber Band To Propel A Model Boat (ELBT302)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bcdd148c-a7ce-484e-b91e-64984c5523eb)

Conducting Investigations To Understand The Characteristics And Properties Of Materials And Forces That May Affect The Behaviour And Performance Of A Product Or System, For Example Woomera Design (ELBT119)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5986bfa0-3844-47f2-a32b-c4ac71bc9945)

Deconstructing A Product Or System To Identify How Motion And Forces Affect Behaviour, For Example In A Puppet Such As A Japanese Bunraku Puppet Or A Model Windmill With Moving Sails (ELBT483)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/27b51843-544f-4241-a8d7-a9dbad806104)

Identifying And Exploring Properties And Construction Relationships Of An Engineered Product Or System, For Example A Structure That Floats; A Bridge To Carry A Load (ELBT210)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5a0f4f6e-b93a-46d8-adab-9188168ec65a)

Experimenting With Available Local Materials, Tools And Equipment To Solve Problems Requiring Forces Including Identifying Inputs (What Goes In To The System), Processes (What Happens Within The System) And Outputs (What Comes Out Of The System), For Example Designing And Testing A Container Or Parachute That Will Keep An Egg Intact When Dropped From A Height (ELBT180)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/61961259-70f2-459f-8bcc-a5c430dcee12)

Exploring Tools, Equipment And Procedures To Improve Plant And Animal Production, For Example When Growing Vegetables In The School Garden And Producing Plant And Animal Environments Such As A Greenhouse, Animal Housing, Safe Bird Shelters (ELBT469)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/029ea87a-eb3f-4757-b84b-0c157a20ad2e)

Identifying The Areas In Australia And Asia Where Major Food Or Fibre Plants And Animals Are Grown Or Bred, For Example The Wheat And Sheep Belts, Areas Where Sugar Cane Or Rice Are Grown, Northern Australia's Beef Industry, Plantation And Native Forest Areas (ELBT157)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/33224d24-17d7-44f2-8432-b25538720d56)

Describing Ideal Conditions For Successful Plant And Animal Production Including How Climate And Soils Affect Production And Availability Of Foods, For Example Aboriginal Seasons And Food Availability (ELBT30)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/45b3c9b6-5242-4529-8ea4-f07a3c233c7f)

Recognising The Benefits Food Technologies Provide For Health And Food Safety And Ensuring That A Wide Variety Of Food Is Available And Can Be Prepared For Healthy Eating (ELBT354)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/72b7e0b7-2571-4576-a98f-4c81bde9313f)

Investigating The Labels On Food Products To Determine How The Information Provided Contributes To Healthy Eating, For Example Ingredients And Nutrition Panels (ELBT245)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/147cf37f-6212-4fc4-a06f-80bd8977bf66)

Conducting Experiments And Tests To Understand The Properties Of Materials, For Example Strength, Durability, Warmth, Elasticity (ELBT384)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/feec2b86-2496-441e-8602-3ea303434f99)

Investigating The Mass Production Of Products To Ensure Standardisation, For Example Students Setting Up A Production Line To Produce A Product For A School Fete (ELBT391)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b5a88ef5-4557-4309-9df5-3a0346410da5)

Investigating The Suitability Of Technologies – Materials, Systems, Components, Tools And Equipment – When Designing And Making A Product, Service Or Environment, For Example A Toy For A Young Child, A Composting System For Household Waste Management, Raised Garden Beds For Improved Access, Weaving Nets, Bags Or Baskets (ELBT436)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b78f6cd2-6da9-45d3-93e3-207fb2c1a875)

Comparing How Different Components Interrelate And Complement Each Other In A Finished Designed Solution, For Example Investigating And Playing With Joining Processes For A Variety Of Materials In The Production Of Common Products (ELBT404)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6205bb0b-c041-4a4f-a2c3-331f8bb851f5)

Investigating Local Constructed Environments To Compare How Buildings Were Constructed In The Past And In The Present And Noting Innovations (ELBT294)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a1cb1080-4119-4008-8a89-69382e543e16)

Analysing Products, Services And Constructed Environments From A Range Of Technologies Contexts With Consideration Of Possible Innovative Solutions And Impacts On The Local Community And The Sustainability Of Its Environment (ELBT140)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a34f7ed5-1f66-43dc-a492-ba24a61e0fd8)

Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/889eedbc-1a06-429c-935b-cf59820ee176)

Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a4a322b7-4047-4ce0-9d9c-edd7db861f31)

Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dd84de90-9ba4-43c2-a1a0-a79f90a71ab1)

Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6fea85e8-ea8b-44ea-9dd4-a612b5bfa0c2)

Design and Technologies Knowledge and Understanding
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b5223ff7-aceb-4ec0-9f28-faf4d48e75b7)

Years 3 And 4 Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7e4bcd29-e03b-42ad-b524-aa791c8710e8)

Exploring Ways Of Joining, Connecting And Assembling Components That Ensure Success (ELBT361)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d093df89-3b8a-40ad-8c2b-491eadec61d0)

Generating A Range Of Design Ideas For Intended Products, Services, Environments (ELBT174)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86614c60-bc02-4736-a7d0-aacfdf81b1fc)

Identifying The Properties Of Materials Needed For The Designed Solution (ELBT10)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ee3ed807-456a-4447-a89f-fb8e6f115cf3)

Visualising And Exploring Innovative Design Ideas By Producing Thumbnail Drawings, Models And Labelled Drawings To Explain Features And Modifications (ELBT211)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a12a5d0e-ad92-4ac3-b48e-911b49a6b530)

Planning, Sharing And Documenting Creative Ideas And Processes Using Digital Tools Such As A Class Blog Or Collaborative Document (ELBT388)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2ed06a48-642c-4ddc-954c-3d34b4e34462)

Using Appropriate Technologies Terms To Confidently Describe And Share With Others Procedures And Techniques For Making, For Example Cutting And Joining Materials (ELBT65)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/629a4441-c6dc-4cca-bece-df5b582e92cb)

Exploring Ways Of Joining, Connecting And Assembling Components That Ensure Success, And The Impact Digital Technologies Have Had On These Processes (ELBT250)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/97966d63-f2b3-4d6f-a841-7ee14c4ac447)

Using Tools And Equipment Accurately When Measuring, Marking And Cutting; And Explaining The Importance Of Accuracy When Designing And Making, For Example Creating A Template, Measuring Ingredients In A Recipe, Sowing Seeds (ELBT67)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/600213a6-f621-4357-94a8-deedc38305dd)

Selecting And Using Materials, Components, Tools, Equipment And Processes With Consideration Of The Environmental Impact At Each Stage Of The Production Process (ELBT269)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6e7e6298-ccaa-4911-87cf-767b57cab33c)

Demonstrating Safe, Responsible And Cooperative Work Practices When Making Designed Solutions (ELBT128)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bb209d3a-ab23-4361-9e82-c210b96ac158)

Negotiating Criteria For Success With Class Or Group Members (ELBT411)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e99ee4dc-7243-4d03-b0e3-2be6f2aab3a5)

Evaluating, Revising And Selecting Design Ideas, Based On Criteria For Success And Including Consideration Of Ethics, Social Values And Sustainability (ELBT342)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f454fc5f-bc28-4ea6-8a61-5250e590a0f5)

Evaluating The Functional And Aesthetic Qualities Of A Designed Solution (ELBT35)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/12bd3fde-0ce6-4874-9566-eea4d2ecd1d1)

Reflecting On The Sustainability Implications Of Selected Designed Solutions (ELBT168)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/953a750f-5101-4d3b-847d-ae69154f076c)

Comparing The Amount Of Waste That Would Be Produced From Different Design And Development Options And The Potential For Recycling Waste (ELBT406)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/53cb10ab-bfd3-4f14-8219-32cdbbc4fb22)

Reflecting On Designed Solutions To Critique And Assess Suitability, Sustainability And Enterprise Opportunities And Determine How Well They Meet Success Criteria (ELBT414)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ce3e4c15-18c5-4f23-97ab-2acee42e6f17)

Determining Planning Processes As A Class, For Example Recording A Procedure Or Creating Time Plans (ELBT122)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4ff3b8d5-3e6b-455a-a8e2-c457f27a8028)

Managing Time And Resource Allocation Throughout Production, For Example Materials, Tools, Equipment And People (ELBT370)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/30a4da41-0610-4478-be0f-458db6ee4691)

Identifying The Steps In A Mass Production Process (ELBT457)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/72dbcfc7-291d-4e25-b3ab-141aff8d1dc7)

Sequencing Steps To Collaboratively Produce A Designed Solution (ELBT350)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bd7d0dc9-2531-4c4e-b4fa-4f3daddf01e3)

Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bf39b902-e9bd-4de1-86b3-fdc9ce32928c)

Select and use materials, components, tools and equipment using safe work practices to make designed solutions (ACTDEP016)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e1178ae3-500a-47ed-ab5d-baa50990736b)

Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b1370b5c-6ae3-42d5-a974-b2f33aca49b1)

Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ac91e615-93d6-499c-9f2a-b4da110c21f3)

Exploring How Local Products, Services And Environments Are Designed By People For A Purpose And Meet Social Needs, For Example The Range Of Shelters Provided For The Public In A Local Community; Graphical Displays To Market School And Community Events (ELBT70)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9e1a0a61-6d63-4cb9-ba26-deaf8c448bab)

Asking Questions About Natural And Managed Environments And Impacts On Them When Selecting Materials, Tools And Equipment When Designing And Making Products, For Example Harvesting Products From The School Garden And Using Recycled Clothing (ELBT459)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/08f60867-d0d5-4205-b84b-1294228ddd21)

Making Design Decisions Based On Personal And Family Needs, For Example Downloading And Comparing Recipes To Suit Available Cooking Facilities Such As Cooking In The Bush Compared To Cooking In A Kitchen (ELBT133)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/70d7276f-43d1-429f-8025-c0229ff28261)

Exploring And Critiquing Products, Services And Environments For Their Impact On Sustainability, For Example The Environmental Risks And Benefits Of A System For Organically Or Hydroponically Growing A Vegetable Crop From Seed Or Seedling To Harvest (ELBT21)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/23307295-4df0-470b-886a-f823d7ecdfbd)

Exploring How The Principles Of Push And Pull Are Used In The Design Of Toys, For Example In A Spinning Toy Such As An Aboriginal Mammandur (ELBT334)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c90cce87-faa8-4b7e-a5e0-582211e62151)

Identifying, And Playing And Experimenting With, Components Such As Wheels, Balls, Slides, Springs And Available Local Materials, Tools And Equipment To Solve Problems Requiring Movement (ELBT233)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f97da336-e0c6-4c95-9d71-8520b8290f76)

Selecting Materials To Demonstrate How Material Properties Are Appropriate For Particular Designed Solutions, For Example Materials That Enable Sliding Or Floating (ELBT412)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b4f6bfb8-1216-4410-a8fe-2b0aec1505fd)

Exploring A System Such As A Marionette Or Indonesian Wayang Kulit Shadow Puppet To See That By Combining Materials With Forces Movement Can Be Created (ELBT242)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/19a94a2b-28d3-456c-9700-81a78c5eaed4)

Combining Materials And Using Forces In Design, For Example Designing The Door On A Cage Or A Simple Conveyor Belt To Move Materials Short Distances (ELBT468)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/96a27c99-60cd-4feb-86bd-0cd3e857699a)

Exploring How To Manipulate Materials Using A Range Of Tools, Equipment And Techniques To Create Movement, For Example When Constructing A Toy Boat That Floats And Moves (ELBT327)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1fa23582-a420-4e7c-805f-5b26906d0320)

Exploring Which Plants And Animals Can Provide Food Or Materials For Clothing And Shelter And What Basic Needs Those Plants And Animals Have (ELBT329)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/30a08ae9-96af-4071-bc9e-5ab4f083146f)

Identifying Products That Can Be Designed And Produced From Plants And Animals, For Example Food Products, Paper And Wood Products, Fabrics And Yarns, And Fertilisers (ELBT481)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aeb90ad7-bf5f-4d16-a3c3-00778cc48693)

Considering The Suitability Of A Range Of Tools When Cultivating Gardens, Mulching And Building Garden Structures And Preparing And Cooking Food From Recipes (ELBT184)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f10f0bba-2f71-43c1-b9c7-a16cd434e9d9)

Identifying And Categorising A Wide Range Of Foods, Including Aboriginal Bush Foods, Into Food Groups And Describing Tools And Equipment Needed To Prepare These For Healthy Eating (ELBT209)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/20cb34f0-dd42-49b0-aa33-9192f84b62e8)

Exploring How People From Different Cultures Including Those Of Asia Design And Produce Different Cuisines Based On The Plants And Animals In Their Region And Available Tools And Equipment (ELBT312)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/71eed811-c8aa-43a8-9027-60909df5a35e)

Exploring The Tools, Equipment And Techniques Used To Prepare Food Safely And Hygienically For Healthy Eating (ELBT344)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dc710947-55c1-4893-967b-51918fe5493f)

Exploring Designed Solutions To Meet Individual, Family And Community Needs With A Focus On Materials, For Example Fabrics Used For Sports Clothing, Soft Fall For Play Spaces (ELBT288)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3a10aa3c-6f9d-4950-af14-6d4fcec357c1)

Developing New Meanings For Objects And Action During Play, For Example Exploring How Household Packaging Can Be Used To Represent Other Objects (ELBT150)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fcde8459-3f38-4bfe-b6f5-b55231060e1b)

Exploring Systems Used In The Classroom Or Community For Creatively Dealing With Problems And Needs, For Example Storage Systems For Equipment, Traffic System Flow For Drop And Go Zones, The Use Of Hoists And Ramps To Facilitate Access (ELBT175)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5a102cc9-f9b2-4d32-8a1a-a9818cc97efc)

Exploring Facilities In Local Environments For Accessibility And Environmental Impact, For Example Location Of Bike Tracks And Sporting Fields Using Digital Maps To View Local Area (ELBT260)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0c3a8292-1ff5-4ec3-b86d-7b18b78c8f4c)

Exploring Materials, Components, Tools And Equipment Through Play To Discover Potential Uses When Making Products Or Modelling Services And Environments, For Example When Designing And Making Clothes, Toys And Shelters (ELBT107)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dfd57043-8193-4e27-ac2e-ca4ad93c931f)

Experimenting With Techniques To Combine Or Alter Materials To Satisfy A Function (ELBT124)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1f1bf98f-3c06-46f7-96cc-c2c1feaee80b)

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a82a9b03-8abb-4a92-b54b-c7e616a2e5a6)

Explore how technologies use forces to create movement in products (ACTDEK002)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ff956063-622a-47aa-aa8f-866902850c5e)

Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/df561a48-b471-436f-b864-25555219e9b1)

Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/812a471e-323c-451c-ac9f-51422d449b1f)

Design and Technologies Knowledge and Understanding
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7e5aacc7-231c-4b91-9310-ff8b2e12f6ef)

Foundation To Year 2 Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ee08b8bb-cbab-40cc-ac39-9d9d6eeccc8c)

Comparing And Contrasting Features Of Existing Products To Provide New Ideas, For Example Exploring Toys With
Several Movable Parts With The View To Designing And Making A Simple Puppet With One Movable Part (ELBT89)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/71e66613-c94e-48a8-b6b0-d51444f8725d)

Communicating Design Ideas By Modelling, And Producing And Labelling Two Dimensional Drawings Using A Range Of
Technologies To Show Different Views (Top View And Side View), For Example A New Environment Such As A Cubby
House Or Animal Shelter (ELBT403)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/67bb8696-3d3d-484d-881a-3387728c85b1)

Recording A Judgment About Design Ideas With Teacher Guidance, For Example Expressing Own Likes And Dislikes
About A Design Idea (ELBT173)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0ac8c388-a7c8-4758-8f00-ab267b1671a4)

Identifying One Common Testing Method, And Recording Results, For Example Taste Testing Comparisons Of A Food
Product And Recording Results In A Digital Form (ELBT142)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6db5b3c8-7ca7-40b8-957a-b887226f43be)

Describing How Design Ideas Meet The Needs Of Those Who Will Use The Solution (ELBT428)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4a23db9e-2adf-4733-985f-266ac8f0e53f)

Using And Playing With Everyday Materials In New Ways Or Re Using Discarded Materials, For Example Using Discarded
Materials To Design, Make And Model A Constructed Environment (ELBT112)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c24222ba-a3ff-48ac-bcdb-c9790cd9e55b)

Learning And Safely Practising A Range Of Technical Skills Using Tools And Equipment, For Example Joining Techniques
When Making Products, Watering And Mulching Gardens, Preparing Food, Using Software To Design An Environment
(ELBT42)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/70a39022-a1fb-439a-8032-ebdf5dd51439)

Assembling Components Of Systems And Checking They Function As Planned, For Example When Making A Musical
Instrument (ELBT33)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8cad861a-36f0-431e-8978-eec1c7a72897)

Checking That Planned Features Have Been Included In Design Plans And Drawings By Referring To Identified Criteria
For Success Including Care For The Environment (ELBT94)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/483a5b5c-eec4-4ef9-8e81-d01858c197a8)

Using Lists Or Storyboarding When Planning And Making, For Example When Planning An Electronic Planting Calendar
(ELBT19)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/70c5ee6f-254f-4555-80a5-f859c3b40388)

Recording The Procedure For Making A Product, For Example A Recipe Or Instructions For Making A Container (ELBT45)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/01f38fd7-f5f6-4a2e-ba76-ea6b7023ef2c)

Identifying Roles For Each Member Of A Group When Working Collaboratively (ELBT58)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e54c997a-112c-4e4b-843f-e199cc9e77ab)

Visualise, generate, develop and communicate design ideas through describing, drawing and modelling (ACTDEP006)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/24ae30d0-93ed-4bd9-b41f-49e668030a70)

Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/15cde36c-8543-4d3b-ae1b-bb6409cf34d8)

Sequence steps for making designed solutions and working collaboratively (ACTDEP009)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/458a2e31-7a5a-471c-95d2-ac53757c9fb5)

Recognising How Relations Between The Islamic And Western Worlds Were Characterised By Both Peaceful Coexistence
(Trade) And Conflict During This Period (The Crusades) (KELBH013)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/05302690-412f-414e-812f-9e4600a3169e)

Discussing Britain After The End Of The Roman Occupation; The Anglo Saxon Kingdoms; Old English And The
Foundations Of Modern English; Beowulf And Archaeology; Anglo Saxon Institutions And The Roots Of Medieval
Parliament (KELBH051)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d2023ec1-3520-47e3-83e8-9e4600a3169e)

Identifying The Major Civilisations Of The Period (Byzantine, Celtic, Anglo Saxon, Viking, Ottoman, Khmer, Mongols, Yuan
And Ming Dynasties, Aztec, Inca); Where And When They Existed; And Their Extent (For Example The Vikings Through
Europe, The Mongols Across Eurasia, And Spain In The Americas) (KELBH015)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b0403bf5-ed18-44bc-95c9-9e4600a3169e)

Locating The Major Trading Routes (Including The Mediterranean; The Silk Road; The Sea Route Between China, India
And The East Coast Of Africa; And The Columbian Exchange) On A Map And Identifying The Nature Of The Trade/Contact
(For Example Along The Silk Road – Slaves, Spices, Silk, Glassware, Spread Of Knowledge And Diseases) (KELBH039)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9a4318de-9ca6-4742-8fb7-9e4600a3169e)

Describing Beliefs About The World And The Voyages Of Discovery (European And Asian), The Nature Of The Voyages
And The Redrawing Of The Map Of The World (KELBH040)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9489a88e-8ae3-4086-899e-9e4600a3169e)

Explaining The Significance Of Land Ownership In The Practice Of Feudalism And The Nature Of Feudalism In Europe (For
Example Knights) And Japan (For Example Samurai) (KELBH038)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0dcda93c-3668-4592-b001-9e4600a3169e)

Discussing The Extent Of Knowledge About The World As Indicated Through Changing World Maps (For Example The Da
Ming Hun Yi Tu World Map (1389 Ce); And The Nova Totius Terrarum Orbis By Hendrik Hondius (1630) (KELBH016)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/96f1f389-4c35-40e8-8777-9e4600a3169e)

the transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/88c2fe4e-8377-40b0-94e6-9e4600a3169e)

key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/04c0c3e2-6579-4c49-8297-9e4600a3169e)

the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance,
the Scientific Revolution and the Enlightenment). (ACOKFH010)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8c3876d5-5599-41fc-bfc2-9e4600a3169e)

Describing The Way Of Life Of People In The Ottoman Empire (For Example The Role Of The Coffee House And Bazaar Or
Marketplace, The Power And Responsibility Of The Sultan To Ensure That Justice Was Served Within Society)
(DELBH059)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/422d5cdb-1592-4936-b632-9e4600a3169e)

Describing Ottoman Art And Architecture (For Example The Selimiye Mosque In The City Of Edirne In Turkey, And Islamic
Geometric Design) (ELBH790)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a60ca0ff-9423-4b6c-b16b-9fb900e58f99)

Outlining The Millet System That Regarded Non Muslim People As Subjects, But As Not Being Subject To Muslim Law
(DELBH061)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/70985ea7-c062-4f0e-97f6-9e4600a3169e)

Explaining The Tolerance Of The Ottomans Towards Christians And Jews (DELBH062)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c4961e8d-b557-4eea-83cf-9e4600a3169e)

Investigating The Achievements Of Individuals (For Example Selim I In Establishing The Empire And Capturing Jerusalem; Or Suleiman The Magnificent In Expanding The Empire To Belgrade In Europe) (DELBH063)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4e9e2d65-61d3-4f54-8669-9e4600a3169e)

The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/644e259e-0402-49e9-8b0e-9e4600a3169e)

Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture. (ACDSEH053)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ca08cbfd-3d94-4bbd-8e53-9e4600a3169e)

Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cbb11558-4e10-4087-9571-9e4600a3169e)

The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/981cb2b9-3ac8-4562-9010-9e4600a3169e)

Describing The Way Of Life Of People In Renaissance Italy (For Example The Role Of Men In Tending The Fields Or Merchant Shops, The Influence Of Government In Particular City States, For Example Naples – A Monarchy, Florence – A Republic) (DELBH064)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/71dc650c-0552-46c3-95b3-9e4600a3169e)

Describing The Work Of Leonardo Da Vinci For Example His Artworks (The Mona Lisa And The Last Supper) And Inventions (A Rudimentary Helicopter And Solar Power); The Work Of Michelangelo (For Example The Sistine Chapel Paintings, David, Pieta); The Thinking Of Copernicus (For Example Astronomy – Seeing The Sun As The Centre Of The Universe); And The Invention Of The Printing Press (DELBH065)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/07d118c2-b14c-41a1-97a4-9e4600a3169e)

Investigating Learning In The Renaissance Period (For Example Humanism, Astrology, Alchemy, The Influence Of Ancient Greece And Rome) (DELBH066)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/78822a4b-e49f-4df7-b09c-9e4600a316a2)

Explaining The Influence Of The Medici Family In Florence As Bankers And Merchants, And Their Patronage Of The Arts (DELBH067)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/adee4c56-29c2-4286-9669-9e4600a316a2)

Investigating The Achievements Of Galileo (For Example Improvements In The Telescope And His Astronomical Observations) (DELBH068)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1df9ea1b-ffa9-48d9-9414-9e4600a316a2)

Outlining The Spread Of Renaissance Culture To England (For Example The Rise Of Literature Through Shakespeare) (DELBH069)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a1cf0557-675a-4e83-ab55-9e4600a316a2)

The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c17406b2-b806-4196-bc22-9e4600a3169e)

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning (ACDSEH056)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0f529d7d-aeb1-4e11-862f-9e4600a3169e)

Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f6a91f4c-97f4-453a-a392-9e4600a316a2)

The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (ACDSEH058)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c4964d7a-55ea-445a-99fc-9e4600a316a2)

The spread of Renaissance culture to the rest of Europe, and its legacy (ACDSEH059)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6d0009d6-76d3-481f-b13b-9e4600a316a2)

Locating Viking Lands In Scandinavia (Denmark, Norway And Sweden) (DELBH042)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c7b36c89-e1ae-4dc7-a87e-9e4600a3169e)

Describing The Way Of Life Of The Vikings (For Example Living In A Cold And Harsh Environment; The Importance Of Farming And Raids; The Significance Of Honour In Viking Warrior Society) (DELBH043)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3b479aaf-1a12-4b79-a891-9e4600a3169e)

Describing Viking Craft With Particular Emphasis On The Production Of Weapons (For Example Swords, Battle Axes And Helmets) (DELBH044)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f886f262-7f7d-47f6-a44b-9e4600a3169e)

Outlining The Key Role Of Gods Such As Odin, Thor, Frey And Freyja In Viking Religion And The Adoption Of Christianity During The Viking Period (DELBH045)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/20a21f9a-354c-4169-8dd7-9e4600a3169e)

Investigating The Construction Of Longboats And Their Role In Exploration, Including Innovations In Keel And Sail Design. (DELBH046)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/eba531a9-d438-4d41-b193-9e4600a3169e)

Describing Evidence Of Viking Trade Between Russia (Kiev) And The East (Through Constantinople) (DELBH047)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/33a797e7-2818-4984-a17c-9e4600a3169e)

Explaining The Attacks On Monasteries, For Example Lindisfarne (793 Ce) And Iona (795 Ce) And Reviewing The Written Accounts By Monks That Contributed To The Vikings' Reputation For Pillage And Violence (DELBH048)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/44a5d640-32e4-4996-9741-9e4600a3169e)

The Survival Of A Heroic Iron Age Society In Early Medieval Ireland, As Described In The Vernacular Epics, And Its Transformation By The Spread Of Christianity; The Influence Of The Vikings; The Anglo Norman Conquest (DELBH224)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bf7b8505-6085-4839-b9fe-9e4600a3169e)

Investigating The Remains Of Viking Settlements (For Example Dublin (Ireland) And Jorvik (York)) (DELBH049)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/65bc4dce-e200-43b4-a4ab-9e4600a3169e)

Outlining Erik The Red's Development Of Viking Settlements In Eastern And Western Greenland In 985 Ce (DELBH050)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5a1fee1a-7b1c-4e11-b449-9e4600a3169e)

Comparing The Artefacts Discovered At L'anse Aux Meadows In Newfoundland (Canada) With Viking Artefacts As Possible Evidence That The Vikings Had Discovered America 500 Years Before Christopher Columbus (DELBH051)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/29a5468b-770d-43fe-8450-9e4600a3169e)

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ae4ea519-2d23-407f-a3a7-9e4600a3169e)

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3d936a28-405f-40e5-ad68-9e4600a3169e)

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ff693cea-96b5-4a4e-8a17-9e4600a3169e)

The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1dcc26db-4e7a-4cbe-b5d6-9e4600a3169e)

Describing The Structure Of Feudal Society (For Example The Role And Responsibilities Of The King, Nobles, Church, Knights And Peasants) (DELBH052)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ef315266-e2ab-4e1c-bcd9-9e4600a3169e)

Describing The Features Of Castles And Churches Of The Period (For Example Warwick Castle In England And Notre Dame Cathedral In Paris) As Examples Of The Church's Power In Terms Of Its Control Of Wealth And Labour (DELBH053)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5a972042-2f5a-4ca4-a39e-9e4600a3169e)

Outlining Inventions And Developments In The Islamic World (For Example The Astrolabe, Public Hospitals And Libraries And Their Subsequent Adoption In The Western World) (DELBH199)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/acf3b638-2e1f-406a-8999-9e4600a3169e)

Recognising That The Medieval Manuscripts Of Monastic Scribes Contributed To The Survival Of Many Ancient Greek And Roman Literary Texts (DELBH054)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ace14364-ab54-4fb3-a1b0-9e4600a3169e)

Examining The Religious Nature Of Illuminated Manuscripts And How They Were The Product Of A Complex And Frequently Costly Process (DELBH055)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e16baf96-7146-4b95-8eb1-9e4600a3169e)

Listening To The Gregorian Chants Of Western Christianity And Exploring How They Reflect The Nature And Power Of The Church In This Period (DELBH056)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fdff9ba2-c983-49ee-ad35-9e4600a3169e)

Investigating Different Types Of Crime And Punishment (For Example Trial By Combat As A Privilege Granted To The Nobility; Being Hung, Drawn And Quartered As A Punishment For Heinous Crimes Such As Treason, And The Use Of The Ducking Stool As A Punishment For Women) And In What Ways The Nature Of Crime And Punishment Stayed The Same, Or Changed Over Time (DELBH057)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4f2feeba-f9a3-41a8-9618-9e4600a3169e)

Explaining Why Charlemagne Was A Significant Figure In Medieval Europe, Such As His Expansion Of The Frankish Kingdom And His Support Of The Church (DELBH058)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9ce9b8cb-a99e-4fcb-99d3-9e4600a3169e)

The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dad6f1e6-f5d5-4db2-8625-9e4600a3169e)

Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8c17819f-a9bc-46c3-9cf1-9e4600a3169e)

Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/04fc5f97-7224-41ef-aecb-9e4600a3169e)

The dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/257907d8-fbcd-446a-84ee-9e4600a3169e)

The Ottoman Empire (c.1299 – c.1683)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/308f7b94-cf69-42a4-92dc-9e4600a3169e)

Renaissance Italy (c.1400 – c.1600)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bc1a818f-a667-41a6-9303-9e4600a3169e)

The Vikings (c.790 – c.1066)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b3b19380-3d8b-40a3-a1c0-9e4600a3169e)

Medieval Europe (c.590 – c.1500)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2595292f-7e05-4abd-a831-9e4600a3169e)

Describing The Way Of Life In The Khmer Empire Through Stone Carvings And The Writings Of The Chinese Ambassador Zhou Daguan (For Example In Relation To Fishing, Trading In Markets, Temple Construction) (DELBH070)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/73440866-07d0-424f-9b8f-9e4600a316a2)

Explaining How Being Revered As The 'God King' Or 'Deva Raja' Enabled The Khmer Kings To Rule Over The Empire With Absolute Authority, Thereby Enhancing Their Ability To Mobilise Manpower To Defend The Empire As Well As To Invade Neighbours (DELBH071)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/719bf0a2-c0dd-4637-8d2a-9e4600a316a2)

Describing The Main Features Of The Water Management System At Angkor (For Example The Extensive Use Of Reservoirs And Canals) (DELBH072)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5be27e41-d204-4845-8da5-9e4600a316a2)

Outlining Theories About The Decline Of The Khmer Civilisation (For Example The Development Of An Unstable Climate Such As Drought And Monsoons, The Rise Of Theravada Buddhism; The Arrival Of The Black Death And The Breakdown Of Angkor's Water Management System) (DELBH073)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/23b41f25-a2d7-4418-a0ed-9e4600a316a2)

The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king). (ACDSEH011)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/59f02425-7cf5-4a7b-9c2e-9e4600a316a2)

The reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/04afd070-5e47-49ef-9b86-9e4600a316a2)

The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d6f35e5d-ba09-489e-86ae-9e4600a316a2)

Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b21ac998-680e-46ad-9b92-9e4600a316a2)

Describing The Way Of Life In Feudal Japan Under The Shoguns (For Example 'Bushido' – The Chivalric Code Of Conduct Of The Samurai That Emphasised Frugality, Loyalty, Mastery Of Martial Arts, And Honour) (DELBH074)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c67f669c-0962-4d69-9b68-9e4600a316c8)

Describing The Relationship Between The Emperor, Shogun, Daimyo (Lords) Samurai (Warriors), Workers (For Example Farmers, Artisans And Traders) (ELBH779)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/46e266c6-1fe6-4c55-8abd-9fb900e58cb7)

Explaining Reasons For Japan's Closure To Foreigners Under The Tokugawa Shogunate And The Impact Of Us Commodore Perry's Visit In 1853 (ELBH780)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2be65835-2bf1-40b0-aac9-9fb900e58cb7)

Investigating The Demand For Available Land And The Patterns Of Land Use In The Period (DELBH077)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2cf3b2ae-92cf-496d-8918-9e4600a316c8)

Outlining The Attempts By The Tokugawa Shogunate To Curb Deforestation (For Example Imposing Heavy Regulations On Farmers; Managing The Harvesting Of Trees; And Using New, Lighter And More Efficient Construction Techniques) (DELBH078)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3958b91d-9931-4ccf-a879-9e4600a316c8)

Describing Internal Pressures In Shogunate Japan (For Example The Rise Of A Commercial Class At The Expense Of The Samurai, Peasant Uprisings Such As Osaka 1837, And Famine) (DELBH079)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8be02591-8606-42e3-b19a-9e4600a316c8)

Describing The Increasing Exposure To Western Technology And Ideas (For Example The Establishment Of A Naval School With Dutch Instructors, The Translation Of Western Books) (DELBH080)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4502fe0b-d2e2-415d-b865-9e4600a316c8)

Evaluating The Significance Of The Meiji Restoration Of 1868 Ce That Restored Imperial Rule To Japan (DELBH081)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2980c38c-8657-43d8-bf77-9e4600a316c8)

The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/25cab775-9e12-47c7-9fd0-9e4600a316a2)

The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade. (ACDSEH063)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3593ee41-ddbb-4e07-a284-9e4600a316c8)

The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ce92c814-25c2-42fa-9d86-9e4600a316c8)

Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fe9632df-ffd8-4307-8598-9f7f00ccf02a)

Locating Polynesia On A Map, Tracing The Expansion Of Polynesian Settlers Throughout The Pacific, And Considering How They Made Their Journeys (DELBH082)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d793f113-1279-4dee-9ab7-9e4600a316c8)

Outlining Different Theories About The Expansion (For Example West/East And East/West Movement, The Expansion As Accidental Versus Intentional) (DELBH083)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/733c9e43-080d-4827-b276-9e4600a316c8)

Describing The Way Of Life Of Easter Island Society (Rapa Nui) For Example Fishing By The Men, Links Between The Household And The Extended Clan Through The Exchange Of Goods, Wives, And Labour; The Use Of Stone Tools (DELBH084)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3f10784b-9785-446b-9363-9e4600a316c8)

Investigating The Construction Of The Moai (Giant Statues) On Easter Island (Rapa Nui), The Techniques Used To Make And Transport Them, And Theories About Their Meaning (For Example Representations Of Dead Ancestors Or Chiefs) (DELBH085)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9e1731b1-030d-44c9-a1da-9e4600a316c8)

Researching The Extinction Of The Moa In New Zealand As A Result Of Hunting And Habitat Decline (DELBH086)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5a59e5fa-0ca7-4cbc-b2fa-9e4600a316c8)

Explaining The Significance Of Rahui As A Way Of Prohibiting The Collection Of Resources, To Ensure Their Sustainability (DELBH087)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ae5d9f05-f9e0-47a8-ac60-9e4600a316c8)

Evaluating The Evidence For Theories About The Deforestation Of Easter Island (Rapa Nui) (DELBH088)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/55d8f374-b076-42d1-b947-9e4600a316c8)

Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d3a2b8ff-a57a-4ea2-8a78-9e4600a316c8)

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1eae1da5-3093-41a4-bb3e-9e4600a316c8)

The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f5f1129d-e52a-4b89-abc7-9e4600a316c8)

The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9cac1349-b929-4483-92ab-9e4600a316c8)

Angkor/Khmer Empire (c.802 – c.1431)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7eb44ccd-6a15-4c88-a5a7-9e4600a316a2)

Japan under the Shoguns' (c.794 – 1867)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/095fb130-6585-465e-b9e2-9e4600a316a2)

The Polynesian expansion across the Pacific (c.700 – 1756)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e73e8265-29af-4adb-9e86-9e4600a316c8)

Describing The Nomadic Nature Of Mongol Life And The Rise Of Temujin (Genghis Khan) Who United All Mongol Tribes In 1206 Ce (DELBH099)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a11c97dd-fe75-4f56-9501-9e4600a316c8)

Outlining Genghis Khan's Use Of Decimal Organisation In His Army And His Policies For Governing His Empire (For Example Codifying Laws, Banning The Killing Of Animals In The Breeding Season, Supporting Religious Freedom, And Expanding Trade) (DELBH100)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b3a4333b-ccda-40df-9ab9-9e4600a316c8)

Mapping The Expansion Of The Mongol Empire Across Asia And Europe (DELBH101)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/49f2112f-bde8-4ebf-b193-9e4600a316c8)

Describing The Way Of Life In Mongolia And Its Incorporation Into Chinese Life (For Example Agriculture – Domestication Of Animals Such As Horses, Camels And Cattle; Food – Dried Meat And Yoghurt; And Housing – Yurts) (DELBH102)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0d0e1dc1-99d3-479f-877d-9e4600a316c8)

Explaining The Role Of The Mongols In Forging Connections Between Europe And Asia Through Conquest, Settlement And Trade (For Example The Use Of Paper Money And Coinage; The Growing Number Of European Merchants Travelling To China) (DELBH103)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cd1bc372-dfc5-4004-8ad0-9e4600a316c8)

The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86bcbb71-c589-4e21-9e99-9e4600a316c8)

The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b955ad5b-0fb7-4295-94ee-9e4600a316c8)

The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest (ACDSEH078)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e6bd5092-92f3-447d-9e0b-9e4600a316c8)

The consequences of the Mongol expansion, including contributions to European knowledge and trade routes (ACDSEH079)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4a64f460-7121-41f7-8a06-9e4600a316c8)

Investigating Living Conditions In London In The Fourteenth Century (For Example The Lack Of Sanitation, Crowded Housing); The Extent Of Medical Knowledge (For Example Based On Hippocrates' Theory); And Beliefs About The Power Of God (For Example That Diseases Were A Punishment Of God) (DELBH089)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9dadd9d1-334f-4036-b268-9e4600a316c8)

Mapping The Spread Of The Black Death (Asia, Africa, Europe) In The Fourteenth Century Ce (DELBH225)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f6f95568-9c67-4ab7-8b26-9e4600a316c8)

Explaining Reactions To The Black Death, For Example The Emergence Of Flagellants (Those Who Would Whip Themselves To Be Free Of Sin) And The Persecution Of Jewish People (DELBH090)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3b01ecaa-5b1f-4629-b07a-9e4600a316c8)

Using Studies Of Church Records From The Period To Identify The Effect Of The Black Death On Human Populations And To Consider The Reliability Of These Statistics (DELBH092)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e8074cbd-bc1a-4168-9cad-9e4600a316c8)

Categorising The Effects Of The Black Death, As Either Short Term Or Long Term And Drawing Conclusions About The Severity Of The Black Death (DELBH093)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0381d09f-db26-41a2-a69c-9e4600a316c8)

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cbd1d16b-d1f4-4c93-a519-9e4600a316c8)

The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7da920d9-3afc-4a43-bfa9-9e4600a316c8)

The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4932cd81-d864-4375-b628-9e4600a316c8)

The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b9a6422e-2258-48bc-afcc-9e4600a316c8)

Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/232639d1-7010-4a83-ba1b-9e4600a316c8)

Describing The Social Organisation Of The Aztecs (For Example Nobility, Slaves); Their Beliefs (For Example Worship Of A Number Of Gods And The Need To Make Human Sacrifices To Appease These Gods); Life In The Capital City Tenochtitlan (DELBH094)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d062ba14-a1ec-409d-89fc-9e4600a316cc)

Explaining The Arrival Of Spanish Conquistadores In Mexico And Peru From 1510 Ce (Balboa) To 1531 (Pizarro), And Their Reasons (For Example Seeking Wealth, Claiming Land For Their King, Converting The Local Populations To Christianity, Sense Of Adventure) (DELBH095)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b0f2bc53-9e6a-4b69-841f-9e4600a316cc)

Describing Encounters Between Hernan Cortes And The Aztecs, As Well As The Siege Of Tenochtitlan (DELBH096)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f90740dd-95c5-457b-9294-9e4600a316cc)

Outlining The Impact Of Spanish Conquest On The Americas (For Example The Spread Of Disease Due To The Lack Of Immunity; The Introduction Of Crops Such As Maize, Beans, Potatoes, Tobacco And Chocolate From The Americas To Europe) (DELBH097)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cc4402b4-7b5d-465c-9d9a-9e4600a316cc)

Explaining The Longer Term Effects Of Conquest And Colonisation On The Indigenous Populations Of The Americas (For Example The Unequal Distribution Of Land And Wealth, And Political Inequality) (DELBH098)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d4e96021-ba4e-41d2-a420-9e4600a316cc)

Pre-Columbian life in the Americas, including social organisation, city life and beliefs. (ACDSEH016)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9b87dd16-62c8-4a56-88dd-9e4600a316cc)

When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a49e662c-33e6-4f07-a30c-9e4600a316cc)

The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f8bc1813-1623-4719-a15b-9e4600a316cc)

The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe (ACDSEH075)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bad2cc44-f0ca-416f-9d8b-9e4600a316cc)

The longer-term effects of colonisation, including slavery, population changes and lack of control over resources (ACDSEH076)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f4e813aa-7823-4ad0-a0b6-9e4600a316cc)

Mongol expansion (c.1206 – c.1368)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3ac5b732-8fd3-4fe5-a142-9e4600a316c8)

The Black Death in Asia, Europe and Africa (14th century plague)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/261f94d3-8902-47d0-a56a-9e4600a316c8)

The Spanish conquest of the Americas (c.1492 – c.1572)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/148cd16c-e61f-49c8-b425-9e4600a316c8)

Overview of the ancient to modern world
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1c23824c-e88d-4811-8497-9e4600a3169e)

The Western and Islamic world
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fe94390c-24e9-4bbf-ba88-9e4600a3169e)

The Asia-Pacific world
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cc58a840-e488-4f4a-abaf-9e4600a316a2)

Expanding contacts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/00558541-8f41-4663-9e91-9e4600a316c8)

Placing Historical Events In Sequence In Order To Identify Broader Patterns Of Continuity And Change (For Example The Polynesian Expansion Across The Pacific; The Stability Of The Angkor/Khmer Empire Over Many Centuries) (ELBH249)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/664c5221-f078-448d-819b-9e4600a316cc)

Understanding The Different Meanings Of Particular Terms And Concepts When Viewed In Their Historical Context, Such As Feudalism In Medieval Europe And Japan (ELBH250)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6da98ee5-84cd-4f27-a816-9e4600a316cc)

Sequence historical events, developments and periods (ACHHS148)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8c1815ac-19bf-4e72-83b7-9f7f00ccf092)

Use historical terms and concepts (ACHHS149)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d425c1e9-a6a8-45d2-9160-9e4600a316cc)

Experimenting With Different Words/Phrases/Historical Concepts, When Drafting A Question, To Develop A Research Focus (ELBH251)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0eec67d7-581e-4d60-91d3-9e4600a316cc)

Posing A Key Question Such As: 'Why Did Easter Island (Rapa Nui) Society Decline?' And Identifying Related Questions To Inform The Inquiry (For Example 'What Evidence Is There?' 'What Theories Have Been Developed?') (ELBH252)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/37b14758-8c99-4c3e-a25d-9e4600a316cc)

Compiling A List Of Different Sources Needed In An Inquiry And Their Possible Locations (ELBH253)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/402c25d5-b663-4241-9888-9e4600a316cc)

Identify a range of questions about the past to inform a historical inquiry (ACHHS150)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e77cd1bc-d1a1-456d-863b-9e4600a316cc)

Identify and locate relevant sources, using ICT and other methods (ACHHS151)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ec8d6532-00b6-486c-b84f-9e4600a316cc)

Explaining How Clues Within A Source Can Be Used To Identify Where It Was Made Or Who It Was Made By (For Example The Place Where It Was Found, The Materials Used, The Condition Of The Object, Decorative Features) (ELBH254)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3cacbb1e-8f9d-4517-b3c3-9e4600a316cc)

Creating Categories To Organise The Information Obtained From Sources (ELBH255)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8815a28a-ce97-455f-ad35-9e4600a316cc)

Designing A Table To List Sources And The Aspects Of The Past About Which They Provide Information (For Example Social Structure, Economy, Governance) (ELBH256)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/39bb3d49-aa92-4ee3-88ad-9e4600a316cc)

Recognising That, While Evidence May Be Limited For A Particular Group Of People, Such Evidence Can Provide Useful Insights Into The Power Structures Of A Society (ELBH257)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fd1c846c-eebf-4bfd-920e-9e4600a316cc)

Distinguishing Between Fact (For Example 'The Moai Were Constructed On Easter Island (Rapa Nui)') And Opinion Or Interpretation (For Example. 'The Moai On Easter Island (Rapa Nui) Are Representations Of Gods') (ELBH258)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e54b4ef5-51c5-4e29-9cea-9e4600a316cc)

Identify the origin and purpose of primary and secondary sources (ACHHS152)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/754a22c9-2f8b-4a4e-9981-9e4600a316cc)

Locate, compare, select and use information from a range of sources as evidence (ACHHS153)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a19bf1cf-5092-47b2-accb-9f7f00ccf0fc)

Draw conclusions about the usefulness of sources (ACHHS154)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aece936e-4ba5-41f8-9628-9e4600a316cc)

Describing The Values And Attitudes Revealed By A Source (Such As An Individual Account) And Using Additional Sources To Show How They Are Broadly Representative Of The Values And Attitudes Of The Society (ELBH259)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3ad85f33-1f89-43c1-b8ad-9e4600a316cc)

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8de304a6-e902-497b-9b05-9e4600a316cc)

Using Scaffolds Illustrating The Structural And Language Features Of Particular Text Types (For Example Descriptions And Explanations) In Order To Create A Text That Communicates Specific Findings About The Past (ELBH260)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/12fb8e5a-6d15-4b4a-941b-9e4600a316cc)

Creating An Oral Presentation, Supported By Audio Visual Material, To Recount The Life Of Temujin (Genghis Khan) And To Explain His Contribution To The Mongol World (ELBH261)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b625b55a-48f2-4c64-8a8c-9e4600a316cc)

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/249f41f5-b2b6-4bc9-a8f9-9f7f00ccf168)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/57827026-e0c3-46b3-9f87-9e4600a316cc)

Chronology, terms and concepts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8c705e89-c847-45f5-9bfa-9e4600a316cc)

Historical questions and research
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/17842a4c-331f-465c-bf93-9e4600a316cc)

Analysis and use of sources
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/001ec364-0bcc-4bb7-b970-9e4600a316cc)

Perspectives and interpretations
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fda76fa0-dcd7-4d72-9d76-9e4600a316cc)

Explanation and communication
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/306060f2-aac8-4c6d-8cb9-9e4600a3169e)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a9cdbaf6-a6f6-4f8c-90ee-9f7f00cca8f4)

Historical Knowledge and Understanding
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d99fe394-11f9-49f0-9672-9e4600a3169e)

Historical Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ea84ce86-01d0-4fc4-a204-9e4600a3169e)

Comparing The Usefulness Of Artworks Depicting Life In The Period With The First Photographs (KELBH019)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5b7dd1e8-7e4e-43b8-b81e-9e4600a316cc)

Investigating The Changing Nature Of The Sources That Provide A Record Of Life In This Period, Such As Paintings, Travellers' Journals And The Development Of Photography And Film By 1918 (KELBH041)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5fb4ae4d-107b-462a-9570-9e4600a316cc)

Identifying The Number Of Slaves Transported And The Nations/Places Involved (For Example Portugal, Britain, France, Spain, North America) (KELBH020)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/703c6bfc-824c-44bf-8201-9e4600a316cc)

Outlining The Technologies Of Mass Production That Contributed To The Industrial Revolution And The Changes In Australian Life That Occurred As A Result Of These Technologies (KELBH021)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/94311381-14d4-4067-899b-9e4600a316cc)

Recognising How Asian Societies Responded To European Imperialism, The Extent To Which They Were Changed And The Influence They Exercised On The Rest Of The World (KELBH042)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c6abef5b-9249-4cec-99a8-9e4600a316cc)

Identifying Asian Societies That Were Colonised By The Europeans (Such As Indonesia By The Dutch), And Those That Remained Independent. (KELBH043)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d9481c9d-0fda-4b36-9d44-9e4600a316cc)

Outlining The Features That Reflect The Emergence Of A Belief In Social And Political Equality, Including The Right To Vote, Egalitarianism And Universal Education In Australia (KELBH044)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fa852028-9365-493b-a1b9-9e4600a316cc)

Recognising How Events Such As The French Revolution And American Independence Contributed To Ideas Of Equality (KELBH023)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/105b1b25-e2bb-4fc5-b1c2-9e4600a316cc)

The Role Of Classical Models And Theories On The Invention Of Democratic Values (KELBH052)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d4e38f19-c63e-4ca2-8e20-9e4600a316cc)

the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (ACOKFH016)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/364d4ba0-eb8d-4632-90c2-9e4600a316cc)

the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) (ACOKFH015)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ac02bf43-b087-4227-9832-9e4600a316cc)

the extent of European imperial expansion and different responses, including in the Asian region (ACOKFH017)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/729ce581-eb10-48ad-9247-9e4600a316cc)

the emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/32fd0004-947e-4f0c-b230-9e4600a316cc)

Mapping The British Empire C.1800 Ce And The Raw Materials It Obtained From Colonies (For Example Sugar From Jamaica, Wool From Australia, And Cotton From India) (DELBH104)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b3365a5b-0658-4e49-8b1e-9e4600a316cc)

Explaining Changes In Technology (For Example Steam Driven Spinning Mills, Railways And Steam Ships) Which Led To Factories And Cities (DELBH105)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3ed3a4f0-d1df-47a0-923b-9e4600a316cc)

Identifying The Spread Of Innovations Such As Steam Power; Iron And Steel Production; Transport; And Chemicals In Europe, Usa And Japan (DELBH106)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4aaa076f-edf1-42f1-b22c-9e4600a316cc)

Describing The Growth Of Cities As Men, Women And Children Moved To The Cities To Find Employment (DELBH108)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/452e72a0-ddad-4fba-af22-9e4600a316cc)

Investigating Changes To The Cities And Landscape In European Countries And Australia As The Industrial Revolution Continued To Develop, Using Photos (For Example Those That Were Taken As The Eiffel Tower Was Being Constructed Using Iron) (DELBH107)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/33adc10b-7761-483b-ac7c-9e4600a316cc)

Describing The Impact Of Steam, Gas And Electricity On People's Way Of Life During The Industrial Revolution (DELBH109)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4a01ee59-c314-4953-8b08-9e4600a316cc)

Investigating The Changes In Working Conditions (For Example Longer Working Hours For Low Pay And The Use Of Children As A Cheap Source Of Labour) (DELBH110)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/06e3d82a-cff1-4c2e-b1bc-9e4600a316cc)

Describing The Impact Of Factories, Mines And Cities On The Environment, And On Population Growth And Distribution (DELBH111)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7af22aa0-129d-4a24-b76e-9e4600a316d1)

Outlining The Growth Of Trade Unions As A Response To The Impacts Of The Industrial Revolution (DELBH112)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/29ea2cef-dbdc-4604-acb7-9e4600a316d1)

The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia (ACDSEH017)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/08bffe2e-fcb0-4ef3-8da8-9e4600a316cc)

The population movements and changing settlement patterns during this period (ACDSEH080)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f13111bd-3226-42e1-b5c1-9e4600a316cc)

The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6ffc8480-63f9-4055-ae52-9e4600a316cc)

The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4fe9a6ee-9c72-4f2b-bda6-9e4600a316cc)

Explaining Why An Idea Emerged And The Basis Of That Idea (For Example Egalitarianism — Being Judged On Merit Rather Than By Birth Or Past Deeds) (DELBH119)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/59383baa-2937-474e-92bd-9e4600a316d1)

Investigating The Support For Chartism Among The Poorer Classes As A Response To Deteriorating Living And Working Conditions (DELBH120)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/16b16e67-6a5a-4aca-9458-9e4600a316d1)

Explaining How Religious Groups Responded To The Ideas In Charles Darwin's 1859 Book On The Origin Of Species (DELBH121)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/44e778d8-3c31-4ca0-8a5e-9e4600a316d1)

Discussing The Rise Of Nationalist Sentiment In Australia In The Mid To Late Nineteenth Century (DELBH122)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f8d24dd9-75e1-4976-a9c6-9e4600a316d1)

The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bf300c34-ef38-4336-a1e8-9e4600a316d1)

The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism (ACDSEH086)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/522be401-b011-4240-bbdc-9e4600a316d1)

The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups (ACDSEH087)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a00b37a9-a4c8-4519-a2b7-9e4600a316d1)

The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/89dcb85c-a9d3-4796-93c6-9e4600a316d1)

Mapping The Movement Of Peoples In The Transatlantic Slave Trade Or In Convict Transportation To Australia (DELBH113)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1ed9d030-1d44-4581-8735-9e4600a316d1)

Explaining The Role Of The Industrial Revolution In Creating A Growing Need For Labour And Transportation (DELBH114)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fa881385-4a72-46fc-b1e6-9e4600a316d1)

Investigating Sources That Record The Reactions Of New Arrivals To Other Countries In This Period (For Example Responses To The Natural Environment And Climate) (DELBH115)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c0744992-28b0-48d4-92a7-9e4600a316d1)

Investigating The Experiences Of A Specific Group Of Arrivals To Australia (For Example Convicts In Sydney, Hobart, Brisbane; Or Free Settlers In Melbourne, Adelaide, Perth Or Darwin) (DELBH116)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7c495934-f3bd-4f80-b072-9e4600a316d1)

Describing The Impact Of This Group On The Aboriginal And Torres Strait Islander People Of The Region (DELBH117)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4d2ef8ab-63b6-4a95-91cb-9e4600a316d1)

Evaluating The Effects Of The Movement Of Peoples On The Indigenous And Immigrant Populations (DELBH118)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e27441b3-f0b7-4179-8ce4-9e4600a316d1)

The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b9dbea9f-16fc-4a17-9755-9e4600a316d1)

The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d7c96eed-5b40-461b-b1a8-9e4600a316d1)

Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6433ca06-2779-447b-a5a5-9e4600a316d1)

The short and long-term impacts of the movement of peoples during this period (ACDSEH085)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6f2ff6a3-eb6d-4e27-9400-9e4600a316d1)

The Industrial Revolution (1750 – 1914)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e17db9c5-e683-4b56-960d-9e4600a316cc)

Progressive ideas and movements (1750 – 1918)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6f124285-3f5d-476b-b254-9e4600a316d1)

Movement of peoples (1750 – 1901)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/95a2f1ba-2735-47f1-b540-9e4600a316d1)

Identifying The Territorial Extent Of Qing China, The Role And Influence Of The Emperor, And The Nature Of Literature, Art And Architecture At The Time (DELBH202)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/52f45418-97c8-4e57-8855-9e4600a316d1)

Describing The British Raj And The Forms Of British Influence In India (For Example The Building Of Roads, An Extensive Railway Network, Schools And Christian Missions) (DELBH131)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/11a83dff-33dc-4310-9bb8-9e4600a316d1)

Investigating The Confrontation Between Japan And Western Powers (For Example The Russo Japanese War) And The Emergence Of Japan As A Major World Power (DELBH204)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4c297231-2084-4509-a358-9e4600a316d1)

Describing The Activities Of Christian Missionaries In China And The Outcomes Of The Boxer Rebellion (DELBH203)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6b262e5b-bbda-4bdb-945e-9e4600a316d1)

The key features (social, cultural, economic, political) of ONE Asian society (such as China, Japan, India, Dutch East Indies, India) at the start of the period (ACDSEH093)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8bd892a9-72e8-4f73-96e2-9e4600a316d1)

Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c2c153c3-2fb5-49e0-aaf2-9e4600a316d1)

The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ba1ca59d-e2e2-4748-8203-9e4600a316d1)

The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a86b1314-288b-473b-b180-9e4600a316d1)

Explaining The Effects Of Contact (For Example The Massacres Of Aboriginal And Torres Strait Islander People; Their Killing Of Sheep; The Spread Of European Diseases) And Categorising These Effects As Either Intended Or Unintended (ELBH782)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/825eb58e-a742-4d6a-a82c-9fb900e58d3c)

Investigating The Forcible Removal Of Children From Aboriginal And Torres Strait Islander Families In The Late Nineteenth Century/Early Twentieth Century (Leading To The Stolen Generations), Such As The Motivations For The Removal Of Children, The Practices And Laws That Were In Place, And Experiences Of Separation. (ELBH781)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/563d968e-8ea5-4abc-a087-9fb900e58d3c)

Outlining The Migration Of Chinese To The Goldfields In Australia In The Nineteenth Century And Attitudes Towards The Chinese As Revealed In Cartoons (For Example The Mongolian Octopus) (DELBH124)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d2a992c9-afdf-4ec0-8bea-9e4600a316d1)

Identifying The Main Features Of Housing, Sanitation, Transport, Education And Industry That Influenced Living And Working Conditions In Australia (DELBH125)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/63977e92-dc82-4414-8d3e-9e4600a316d1)

Describing The Impact Of The Gold Rushes (Hinterland) On The Development Of 'Marvellous Melbourne' (DELBH200)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cfbf67ca-e9ef-4adb-b601-9e4600a316d1)

Explaining The Factors That Contributed To Federation And The Development Of Democracy In Australia, Including Defence Concerns, The 1890s Depression, Nationalist Ideals, Egalitarianism, The Westminster System (DELBH126)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cb2b34cf-7252-4a15-a08d-9e4600a316d1)

Investigating How The Major Social Legislation Of The New Federal Government Affected Living And Working Conditions In Australia, For Example Invalid And Old Age Pensions And The Maternity Allowance Scheme (DELBH201)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b4a313d9-3a21-4fdb-bd86-9e4600a316d1)

The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander people (ACDSEH020)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/704987d4-8abc-4a69-a3e4-9e4600a316d1)

The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/40ee93ec-2432-454c-92f6-9e4600a316d1)

Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/47d5bcac-feaf-414a-9aee-9e4600a316d1)

Key events and ideas in the development of Australian self-government and democracy, including women's voting rights (ACDSEH091)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ccb0492a-f412-4356-9a0d-9e4600a316d1)

Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fd094477-3700-4729-9ad3-9e4600a316d1)

Asia and the world
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3359a482-e7cd-4987-828e-9e4600a316d1)

Making a nation
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/20fa87d8-bfde-42f3-a481-9e4600a316d1)

Investigating The Rise Of Nationalist Sentiment As Well As The Values And Attitudes Towards War In The Period 1750 – 1918 (For Example Idealistic Notions Of War; Sense Of Adventure) (DELBH132)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3bfe6712-88cd-4134-89fb-9e4600a316d1)

Identifying The Places Where Australians Fought, Including Fromelles, The Somme, Gallipoli, Sinai And Palestine (DELBH133)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3aa7bd48-4b1e-4f0b-8664-9e4600a316d1)

Using Sources To Investigate The Fighting At Gallipoli, The Difficulties Of Trench Warfare, And The Use Of Tanks, Aeroplanes And Chemical Weapons (Gas) (DELBH205)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/55eaa623-8a27-4753-9a5e-9e4600a316d1)

Exploring The Experiences Of Aboriginal And Torres Strait Islander People During The War (DELBH206)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c1c96781-3cea-4560-adc0-9e4600a316d1)

Graphing The Proportion Of Australian Servicemen Who Died During World War I, Compared To That Of Other Countries Involved In The War (DELBH134)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d554d53b-ab12-4b87-b022-9e4600a316d1)

Investigating Examples Of The War's Impact On Australia's Economy And Society (For Example The Development Of The Steel Industry In Newcastle And The Implementation Of The War Precautions Act) (DELBH207)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1cfe7458-eb27-42b7-ba55-9e4600a316d1)

Identifying The Groups Who Opposed Conscription (For Example Trade Unionists, Irish Catholics) And The Grounds For Their Objections (DELBH208)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9ccd13b5-b2ad-4d2f-8895-9e4600a316d1)

Studying The First And Second Referenda On Conscription, Including The Division Within The Labor Party Over This Issue (DELBH209)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fb47dbcb-31b5-4b6e-bda0-9e4600a316d1)

Explaining The Treatment Of People Of German Descent During The War (For Example Their Classification As 'Enemy Aliens' And Placement In Internment Camps, As Well As Their Depiction In Government Propaganda) (DELBH210)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/861f0f02-989e-4c13-89d5-9e4600a316d1)

Investigating The Ideals Associated With The Anzac Tradition And How And Why World War I Is Commemorated Within Australian Society (DELBH135)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5834bcd4-36a2-4ccd-bd79-9e4600a316d1)

An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5411d2d2-59c3-41bb-9a41-9e4600a316d1)

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/20803c1d-14ab-4ac8-93e3-9e4600a316d1)

The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) (ACDSEH096)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3352a36e-37c1-4ffb-9644-9e4600a316d1)

The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7c1efd30-9678-4e26-8a58-9e4600a316d1)

World War I (1914-1918)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/40b8fec6-ba4d-4b13-890a-9e4600a316d1)

Overview of the making of the modern world
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/22fc5672-fdee-4854-afcf-9e4600a316cc)

Making a better world?
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1b7cfe8b-3542-4c70-933f-9e4600a316cc)

Australia and Asia
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8d95c23c-c5b4-44a8-a176-9e4600a316d1)

World War I
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6bc89643-217b-40bc-803e-9e4600a316d1)

Representing The Relationship Between Events In Different Times And Places Using Interactive Timelines (ELBH268)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f882b63-10b3-4f48-9448-9e4600a316d1)

Placing Key Events In Sequence (For Example The Boer War, 1899 1902; World War I, 1914 1918), And Identifying Parts Of The World That Were Involved In, Or Affected By, Those Events (ELBH269)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/55854a01-92dd-411c-bde0-9e4600a316d1)

Discussing The Contestability Of Particular Historical Terms Such As 'settlement', 'invasion' And 'colonisation' In The Context Of Australia's History (ELBH270)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/82815c93-ed09-498e-9e56-9e4600a316d1)

Defining And Using Concepts Such As 'Imperialism', 'Nationalism', 'Evolution', 'Evidence' (ELBH271)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fc920d6d-f20f-49dd-85fe-9e4600a316d1)

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aa8590ca-753a-47fc-b8a7-9f7f00ccf5fa)

Use historical terms and concepts (ACHHS165)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/263bd7dc-6569-4873-ac39-9e4600a316d1)

Developing Questions About Aspects Of The Past That Require Historical Argument (ELBH272)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/08cae9c2-7f2f-440e-9db3-9e4600a316d1)

Assembling, As Part Of The Planning Process, A Range Of Sources That Would Be Useful For Researching The Causes Of World War I (ELBH273)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/28eb6924-5db2-4e34-bcb3-9e4600a316d1)

Developing An Inquiry Question Such As: 'What Were The Effects Of The Industrial Revolution?' And Refining It As Further Factors Are Introduced Into The Research Process (ELBH274)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/63471bfd-0e5f-4634-a7ad-9e4600a316d1)

Locating Historical Sources From Archives, Museums And Online Collections (ELBH275)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/25196aae-c39f-49a5-9468-9e4600a316d6)

Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bf49fe7b-4520-45ad-b3b2-9e4600a316d1)

Evaluate and enhance these questions (ACHHS167)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aa77e155-dd08-4171-ac0d-9e4600a316d1)

Identify and locate relevant sources, using ICT and other methods (ACHHS168)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/16e4e213-c484-48c1-a33e-9e4600a316d6)

Explaining The Contextual Significance Of A Source, Such As Frank Hurley's World War I Photos, And Identifying The Purpose Of Hurley's Creation Of Composite Photos (ELBH276)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9bef3dc4-b387-44df-bfd9-9e4600a316d6)

Graphing Historical Data To Identify Past Trends And To Draw Conclusions About Their Significance (For Example The Proportion Of Australian Servicemen Who Returned From World War I, And The 'Lost Generations' In The Years After The War) (ELBH277)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a2f30e31-c2cf-44e9-9c3b-9e4600a316d6)

Understanding That The Reliability And Usefulness Of A Source Depends On The Questions Asked Of It (For Example An Account May Be One Sided, However It May Still Be Useful In Revealing Past Prevailing Attitudes) (ELBH278)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c2e0e36e-a0a7-46da-9a02-9e4600a316d6)

Identify the origin, purpose and context of primary and secondary sources (ACHHS169)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7aad750e-2eab-4718-9be7-9e4600a316d6)

Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4c4b5ca7-2819-4046-9a2c-9e4600a316d6)

Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f2860202-a511-4bb6-87b7-9e4600a316d6)

Investigating The Role Of Human Agency In Historical Events And Developments (ELBH279)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e71ba9d8-8932-4f40-be91-9e4600a316d6)

Analysing The Accounts Of Poets Such As William Blake ('Dark Satanic Mills') And Novelists Such As Charles Dickens (Oliver Twist, Bleak House) As Sources Of Information On Living Conditions In England During The Industrial Revolution (ELBH280)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/446c4f50-10bb-4ed3-a94b-9e4600a316d6)

Recognising That Historical Interpretations May Be Provisional (ELBH281)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1f66beb1-1fb0-4eb8-aa10-9e4600a316d6)

Examining Different Accounts Of Eighteenth Century Journey To Australia (For Example Ships' Logs, Diaries, Recorded Testimonies Of Convicts And Officers, Both Male And Female), And Explaining The Variations In Perspective Which Can Lead To Different Historical Interpretations (ELBH282)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/71aed594-ea62-4893-9ee8-9e4600a316d6)

Identify and analyse the perspectives of people from the past (ACHHS172)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/029f904b-d3a9-479d-b9ee-9e4600a316d6)

Identify and analyse different historical interpretations (including their own) (ACHHS173)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a72c6772-d789-440e-bb60-9e4600a316d6)

Developing A Historical Argument That Identifies Different Possibilities In Interpretation And Argues A Particular Point Of View With Consistent Reference To The Evidence Available (ELBH283)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3439b52d-22dd-43f2-aa59-9e4600a316d6)

Using Online Conferencing And Other Forms Of Ict To Discuss Historical Questions And Issues (ELBH284)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/48cd3988-ebb3-4193-abb5-9e4600a316d6)

Creating A Travel Brochure (Incorporating Written Text And Graphics) To Advertise The Achievements And Opportunities Available To An Immigrant To Nineteenth Century Brisbane (ELBH285)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cd7e4e42-45ca-4cf0-9097-9e4600a316d6)

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3fbd7eae-d208-4b69-9087-9f7f00ccf667)

Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ca54d7d4-b29b-4349-9ab5-9e4600a316d6)

Chronology, terms and concepts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/30ade277-7e21-4ca4-b81d-9e4600a316d1)

Historical questions and research
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d21dbdbf-e7a0-4ca4-8fe5-9e4600a316d1)

Analysis and use of sources
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/51eda6cb-3bfa-4afe-bad8-9e4600a316d6)

Perspectives and interpretations
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8e0da08d-3826-47d3-adf8-9e4600a316d6)

Explanation and communication
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d08a91ea-afc6-4faf-8b7d-9e4600a316cc)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/886ac460-82d9-4eec-a3f2-9f7f00cca94e)

Historical Knowledge and Understanding
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f7f68721-ccd1-44fb-bde0-9e4600a316cc)

Historical Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ad247b31-3024-4819-ba46-9e4600a316cc)

Recognising The Main Features Of The Treaty Of Versailles, For Example Territorial Concessions Required By Germany And The Imposition Of War Reparations (KELBH033)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fdbd29f0-cc01-4eba-9b23-9e4600a316d6)

Outlining Key Features Of The Interwar Years (For Example Mass Production In The 1920s, Such As The Manufacture Of Vehicles In The Us; The 'Flapper Generation' And The Jazz Age; The Crash Of 1929; And The Consequences Of The Great Depression (KELBH045)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f5a41ac5-9d0a-4872-b0d2-9e4600a316d6)

Creating A Chronological Account Of Conflicts In Which Australia Has Been Involved And The Resources (For Example Soldiers, Equipment, Intelligence) That Australia Committed To Each Conflict (KELBH025)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ddc87c95-49a8-4248-9a14-9e4600a316d6)

Outlining The Purpose Of The United Nations And The Key Places Where Australia Has Been Involved In Un Peacekeeping, Such As East Timor (Timor Leste). (KELBH046)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9a17da55-1fdd-4c77-970f-9e4600a316d6)

Identifying The Major Movements For Rights And Freedom In The World (Including The Us Civil Rights Movement, Aboriginal And Torres Strait Islander Movements, Women's Movements) (KELBH026)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2507ed32-0006-4421-86f4-9e4600a316d6)

Recognising The Continuing Nature Of Civil Rights Movements In The Twentieth Century, Such As The Struggle For Democracy In Burma (KELBH047)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/67cbb0d9-4f00-49aa-bd4e-9e4600a316d6)

Identifying The Cold War Superpowers As Well As The Significance Of The Cuban Missile Crisis And The Fall Of The Berlin Wall (KELBH027)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/454b9afb-f7b2-4e9a-8b93-9e4600a316d6)

Outlining The Competing Ideologies Of Capitalism And Communism, The Us As The World's Last Remaining Superpower, And The Rising Influence Of China And India (Economic And Political) (KELBH048)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4f240940-0f69-41ee-92c2-9e4600a316d6)

Brainstorming Forms Of Technology That Have Affected What People See And Hear, Where They Go, And How They Live (KELBH028)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/68808c8f-4c0b-4743-b0ee-9e4600a316d6)

Tracing Key Developments In Technology Since 1918 That Have Changed The World In The Following Areas: The Household (Radio, Television, Appliances), Travel And Trade (Shipping, Passenger Jets), Communications (Invention Of The Microchip, Satellites, Digital Technologies) (KELBH049)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ce5070a9-2c28-4bd6-8d80-9e4600a316d6)

Recognising The Growth In The World's Population During The Twentieth Century, Life Expectancy Changes In Different Parts Of The World, And The Depletion Of Natural Resources (KELBH050)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c1abebe9-6583-4482-8c5c-9e4600a316d6)

the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fdede60b-ad02-4d5b-85cd-9e4600a316d6)

continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/87a53887-6b12-4355-a438-9e4600a316d6)

the major movements for rights and freedom in the world and the achievement of independence by former colonies (ACOKFH022)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e53bf47a-791b-400c-8bbc-9e4600a316d6)

the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (ACOKFH023)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/73fedf1f-93c5-41eb-9065-9e4600a316d6)

developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (ACOKFH024)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0ecfc185-26fb-4311-b249-9e4600a316d6)

Outlining The Contributing Factors Of World War Ii (For Example The Outcomes Of The Treaty Of Versailles And The League Of Nations; The Rise Of Hitler And Japan's Imperial Ambitions) (DELBH152)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ccfe60bf-8503-43cc-adc3-9e4600a316d6)

Identifying Key Events In The European Theatre Of War (For Example Germany's Invasion Of Poland In 1939; The Holocaust From 1942–45; The Russians Reaching Berlin In 1945 (DELBH211)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a9bdb47b-6ec1-4dec-9be7-9e4600a316d6)

Identifying Key Events In The Asia Pacific Theatre Of War (For Example The Japanese Attack On Pearl Harbour In 1941; The Fall Of Singapore In 1942; The American Victory At The Battle Of Midway In 1942) (DELBH212)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/26244f69-6147-4da9-8539-9e4600a316d6)

Investigating The Scale And Significance Of The Holocaust, Using Primary Sources (DELBH153)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f9f05840-f992-4b8c-aff6-9e4600a316d6)

Explaining The Race To Build The Atomic Bomb (By Germany, Japan, The Us) And Why The Atomic Bombs Were Dropped On Hiroshima And Nagasaki (DELBH154)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7089641f-1c14-4d6a-9d3c-9e4600a316d6)

Explaining The Significance Of Kokoda As The Battle That Halted The Japanese Advance On Port Moresby And Helped Foster The Anzac Legend (DELBH155)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6ceb179e-3c79-4be2-bafd-9e4600a316d6)

Investigating The Impact Of World War Ii At A Local And National Level (For Example Significant Events Such As The Bombing Of Darwin; The Japanese Submarine Attack On Sydney And The Sinking Of Ships Off The Australian Coast; The 'Battle Of Brisbane'; The Cowra Breakout And The Brisbane Line) (DELBH157)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/88856d85-63fe-4ce6-b416-9e4600a316d6)

Evaluating The Impact Of World War Ii On The Emergence Of The United States As A Major World Power And On Australia's Alliance With The Us (For Example The Threat Of Japan) (DELBH158)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/02bd1c29-d2e5-4397-a1fc-9e4600a316d6)

An overview of the causes and course of World War II (ACDSEH024)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/adca7ca7-14a1-49ae-9abb-9e4600a316d6)

An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/be387789-b0a2-4a9a-9707-9e4600a316d6)

The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/294bb2f0-845d-4f7f-9106-9e4600a316d6)

The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/832d25b4-865e-4c0d-a627-9e4600a316d6)

The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e6e527be-354e-408e-b371-9e4600a316d6)

World War II (1939-45)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/db3a619e-d867-435a-9d8f-9e4600a316d6)

Describing The Drafting Of The Universal Declaration Of Human Rights And The Contribution Of Australia's H.V. Evatt (DELBH213)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6a79ad6a-dc21-42bc-8c7a-9e4600a316d6)

Describing Accounts Of The Past Experiences Of Aboriginal And Torres Strait Islander People Who Were Forcibly Removed From Their Families (DELBH149)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8d1aa687-2018-4dc5-9031-9e4600a316d6)

Outlining The Freedom Rides In The Us, How They Inspired Civil Rights Campaigners In Australia, And How They Became A Turning Point In The Aboriginal And Torres Strait Islander Peoples' Struggle For Rights And Freedoms (DELBH150)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1a3af830-bdad-45d2-8341-9e4600a316d6)

Describing The Aims, Tactics And Outcomes Of A Particular Event In The Aboriginal And Torres Strait Islander Peoples' Struggle For Rights And Freedoms (DELBH151)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dd7a3a3c-3626-4472-ad12-9e4600a316d6)

Investigating The Role Of Charles Perkins In The Freedom Ride Of 1965 And The Efficacy Of Television In Bringing The Struggle For Rights And Freedoms To National Attention (DELBH147)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f320cab-c33c-4bf5-8d33-9e4600a316d6)

Identifying Areas (For Example Education, Health, Work) That Are The Focus For Continued Civil Rights Action For Aboriginal And Torres Strait Islander Peoples (ELBH787)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7acf05f4-2403-4836-af8d-9fb900e58ea8)

Investigating The Legacy Of Children's Experiences In 'Care' (Their Placement In Orphanages, Children's Homes, Foster Care And Other Forms Of Out Of Home Care), And The Significance Of The United Nations Convention On The Rights Of The Child (1990) (ELBH786)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b527b182-56c9-45ca-9407-9fb900e58ea8)

The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ebd44305-d59c-4c12-adb6-9e4600a316d6)

Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/001445cb-d51d-4850-aa97-9e4600a316d6)

The US civil rights movement and its influence on Australia (ACDSEH105)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6bc1d215-bcd1-4482-b867-9e4600a316d6)

The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/47a3b79c-d9f3-4ddb-b18f-9e4600a316d6)

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b1c7513d-bab0-4248-92cd-9e4600a316d6)

The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e599119c-83c2-4678-b430-9e4600a316d6)

Rights and freedoms (1945 – the present)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0451067b-d9c5-4b6e-9e39-9e4600a316d6)

Identifying Sports That Were Popular In Australia Such As Football, Horse Racing, Cricket (DELBH146)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6fae4563-7d32-4d05-95e7-9e4600a316da)

Investigating America's Cultural Influence, As Seen In The Arrival Of Television For The Melbourne Olympics (1956) And Bill Haley's Australian Tour (1957) (DELBH215)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/19eb4a09-463d-4b8a-9b6c-9e4600a316da)

Comparing And Contrasting Views On The Values And Beliefs Of Rock 'n' Roll, Film And Television Across Time, Age And Gender (For Example Issues Of Conservatism And Rebellion, The Challenge To Established Ideas And National Identity) (DELBH216)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/84b8054a-46bf-4edb-8bdc-9e4600a316da)

Identifying American And Asian Influences On Australian Popular Culture Since World War Ii (For Example Through Mainstream And Hollywood And Bollywood Films) (DELBH173)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b24f3d3b-d314-43ed-9610-9e4600a316da)

Investigating The Changing Contribution Of The Australian Rock 'n' Roll, Film And Television Industries To Australian Culture And Identity Through The Development And Export Of Music, Film And Television, For Example The Easybeats From Sydney And Go Betweens From Brisbane, 'Crocodile Dundee' (1986) (ELBH783)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d6c3dfb1-2591-4b64-927d-9fb900e58dac)

Describing Significant Examples Of Continuity And Change In Beliefs And Values, Such As Democratic Ideals, Religious Beliefs, Egalitarianism (DELBH226)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/58827947-da4b-4987-8305-9fb900e5a48a)

The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d32feee7-1dc2-4739-b351-9e4600a316da)

Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/db07c5c3-baf5-443a-aa72-9e4600a316da)

The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0db8be15-1424-40f6-ad5d-9e4600a316da)

Australia's contribution to international popular culture (music, film, television, sport). (ACDSEH123)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/13cb9f8f-15f8-41bc-bac6-9e4600a316da)

Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bb217162-1e39-48e4-a799-9fb900e5a213)

Investigating The Nature Of The Waves Of Migration Such As The Countries That Were The Source Of Migrants, The Numbers Of Migrants From Those Countries, And Trends In Migration Since World War Ii Such As Increasing Migration From The Asian Region To Australia (DELBH218)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c681a446-2c2b-4fe3-be88-9e4600a316da)

Describing The Main Features Of A Government Policy That Affected Migration To Australia, Such As The Immigration Restriction Act 1901 And Use Of The Dictation Test To Restrict The Immigration Of Non Europeans (DELBH219)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7e2ccbdd-5ab2-4d9c-a956-9e4600a316da)

Explaining The Reasons For Changes In Government Policy, For Example The Influence Of White Australia Ideology At The Time Of The Introduction Of The Immigration Restriction Act 1901; The Displaced Persons Scheme In The Aftermath Of World War Ii (DELBH220)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9a976664-5348-4604-a247-9e4600a316da)

Describing The Impact Of The Vietnam War On Vietnam And How The Communist Victory In Vietnam (1975) Resulted In The Arrival Of Refugees Into Australia (DELBH221)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c6e8d396-cc90-4c6b-89ad-9e4600a316da)

Investigating Policies Of Multiculturalism Since The 1970s And The Concepts Of Cultural Heritage And Assimilation (DELBH222)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6d56910a-136c-432b-8f6a-9e4600a316da)

Analysing Post World War Ii Population Growth And The Development Of Australia's Culturally Diverse Society Using Different Types Of Graphs (DELBH223)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ee7a9aab-d9f7-425a-8b98-9e4600a316da)

The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fd4d63f4-2236-44fb-8bb2-9e4600a316da)

The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b940c38e-492b-4f02-8b7b-9e4600a316da)

The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/93d95c27-67df-4280-8d2b-9e4600a316da)

The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4129549b-1b7e-4d80-a10e-9e4600a316da)

Outlining The Emergence Of Concerns About The Preservation Of Natural Areas For Future Generations (For Example As Reflected In The Establishment Of National Parks In The United States (Yellowstone National Park In 1872), Australia (Royal National Park In 1879), Canada (Rocky Mountains National Park In 1885) And New Zealand (Tongariro National Park In 1887) (DELBH177)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8ea1866d-13c5-406e-bf24-9e4600a316da)

Investigating The Impact Of Early Texts That Warned About Environmental Change (For Example Silent Spring By Rachel Carson, 1962, Don't It Make You Want To Go Home By Joe South, 1970, Mother Earth News Magazine In 1970, 'Mercy Mercy Me' (The Ecology) Lyrics By Marvin Gaye, 1971) (DELBH178)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a5333a81-d139-47e5-9f82-9e4600a316da)

Recognising The Historic Impact Of The Pictures Of Earth Taken During The Apollo 8 Mission And How They Influenced People's View Of The World (DELBH179)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b436368f-a466-4f3d-ad70-9e4600a316da)

Explaining The Significance Of Ideas About The Environment (For Example Gaia – The Interaction Of Earth And Its Biosphere; Limits Of Growth – That Unlimited Growth Is Unsustainable; Sustainability – That Biological Systems Need To Remain Diverse And Productive Over Time; And Rights Of Nature – Recognition That Humans And Their Natural Environment Are Closely Interrelated) (DELBH217)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/45a46abf-dfea-4fd9-a801-9e4600a316da)

Investigating A Range Of Environmental Impacts (For Example The Flooding Of Lake Pedder In Tasmania, Deforestation In Indonesia, The Decline Of The Aral Sea, The Exxon Valdez Oil Spill, The Whaling Industry) (DELBH180)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/69f46097-7d50-4a05-9df7-9e4600a316da)

Explaining The Struggle Over French Nuclear Weapon Testing In The Pacific From 1966 &Ndash;1996 (For Example The Sinking Of The Ship, The Rainbow Warrior, In 1985) (DELBH181)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8cd69cdd-65bc-4f1d-97a4-9e4600a316da)

Explaining The Responses Of Governments And Organisations To Environmental Threats (For Example New Zealand's Anti Nuclear Policy, The United States' Comprehensive Environmental Response, Compensation And Liability Act 1980 (Cercla), Australia's Great Barrier Reef Outlook Report (2009) (ELBH784)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/97d4e9eb-b797-492f-8e3d-9fb900e58e1a)

Evaluating The Effectiveness Of International Protocols And Treaties Such As Kyoto (1997), The United Nations Framework Convention On Climate Change (Since 1992) And The Washington Declaration (2007) (ELBH785)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/07c5f321-2701-4abb-ae1b-9fb900e58e1a)

The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/916e235d-dbed-410d-982b-9e4600a316da)

The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/57c2f311-b7d1-45f9-b903-9e4600a316da)

The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (notion of 'Gaia', 'limits to growth', concept of 'sustainability', concept of 'rights of nature') (ACDSEH126)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c0c53fcf-fc74-4325-8028-9e4600a316da)

Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/630a543c-ea36-47ba-ba60-9e4600a316da)

Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s (including deforestation and climate change). (ACDSEH128)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d61a4c25-7751-4a8a-a084-9e4600a316da)

Popular culture (1945 – present)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c3b56bad-e473-472e-8545-9e4600a316da)

Migration experiences (1945 – present)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0138787c-5627-457d-9634-9e4600a316da)

The environment movement (1960s – present)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d773a928-b789-4525-bc8d-9e4600a316da)

Overview of the modern world and Australia
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/03c81ae2-cbf1-49a9-bb2f-9e4600a316d6)

World War II
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f122e974-b04d-4788-8014-9e4600a316d6)

Rights and freedoms
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4f41548f-e405-4b28-a6e6-9e4600a316d6)

The globalising world
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9a556677-c523-462c-8d46-9e4600a316da)

Placing In Sequence The Main Events Of The Freedom Rides Campaigns In The United States And Australia And Explaining The Links Between The Two Campaigns (ELBH292)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ca86bfda-4c2b-4dbc-9b9d-9e4600a316da)

Using Interactive Timelines To Explore The Various Manifestations Or Effects Of An Event In Different Geographical Locations (ELBH293)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3d7a24fb-65d5-47d8-84f1-9e4600a316da)

Defining And Using Terms And Concepts Such As 'Liberation', 'Human Rights', 'Popular Culture' And 'Contestability' (ELBH294)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/468b1c55-e6af-4ef0-9802-9e4600a316da)

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9a65219f-65af-46cc-a3dd-9f7f00ccfaac)

Use historical terms and concepts (ACHHS183)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/997d7eb9-d5fb-4c37-bb0c-9e4600a316da)

Changing A Key Question Or Related Questions In An Inquiry Depending On The Suitability Of The Sources Available (ELBH295)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1a958134-c70a-4cc7-ba7a-9e4600a316da)

Developing Questions About Aspects Of The Past That Require Historical Argument (ELBH296)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3ff42d80-48cd-4e34-8c6a-9e4600a316da)

Identifying, Planning And Investigating (Individually And As Part Of A Team) Specific Historical Questions Or Issues
(ELBH297)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ec8ef00c-5080-4ba6-af7c-9e4600a316da)

Changing A Key Question Or Related Questions In An Inquiry Depending On The Suitability Of The Sources Available
(ELBH298)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4f038b64-c475-4471-b5fd-9e4600a316da)

Locating Sources For Recording Oral Histories (For Example Vietnam War Veterans, Recent Migrants) (ELBH299)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/85a6ccaa-b7c9-4f5d-b861-9e4600a316da)

Recognising The Role Of Ict In Providing Access To Sources And The Need To Ask Relevant Questions Of Those Sources
(For Example A Google Search For 'Significance Of Kokoda') (ELBH300)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b14b150e-28d8-4a91-aabf-9e4600a316da)

Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b562088a-0a70-4f81-971d-9e4600a316da)

Evaluate and enhance these questions (ACHHS185)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0ef780cf-a400-44db-ac2c-9e4600a316da)

Identify and locate relevant sources, using ICT and other methods (ACHHS186)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/03ee43b1-6654-482d-8057-9e4600a316da)

Using Data From Immigration Records And Processing It Using Ict To Identify Historical Trends Over Time (ELBH301)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/82e9ca03-a061-4ee7-b3af-9e4600a316da)

Explaining The Context Of A Source Such As The Bringing Them Home Report (1997) And The Significance Of That
Context In Understanding Responses To The Report (With Varying Perspectives) (ELBH302)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/de91f0a7-3578-4376-9256-9e4600a316da)

Combining Historical Data From A Range Of Sources To Identify And Explain The Impact Of World War Ii (ELBH303)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9105b3da-65d7-419c-8ce6-9e4600a316da)

Understanding That The Reliability And Usefulness Of A Source Depends On The Questions Asked Of It (For Example An
Account May Be One Sided And Therefore Of Use In Revealing Past Prevailing Attitudes) (ELBH305)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d9d8fc7f-af0e-4dd9-abf0-9e4600a316da)

Discussing The Reliability And Usefulness Of Martin Luther King's 1963 'I Have A Dream' Speech As A Source To Assist In
Understanding The Aims And Motivations Of The Us Civil Rights Movement (ELBH306)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/27965402-73a4-4c95-beb5-9e4600a316da)

Identify the origin, purpose and context of primary and secondary sources (ACHHS187)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4a832bce-e82c-49fe-950c-9e4600a316da)

Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1c15680a-3be3-47a2-bb94-9e4600a316da)

Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/488fca75-ce6a-4a2e-96e4-9e4600a316da)

Analysing The Views Of Both Men And Women At Different Times Regarding Gender Equality In Australia And Explaining
How These Views Might Reflect Changing Values And Attitudes (ELBH307)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/298525af-809a-47d8-a0af-9e4600a316da)

Examining Different Accounts Of The First 1957 Rock 'n' Roll Tours Of Australia And Identifying The Different
Perspectives Based On Age (ELBH308)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/27b78645-27f8-48c1-a5e2-9e4600a316da)

Explaining The Enthusiasm Of Young People For The Tours And The Opposition Of Older Generations, As Reflected In The
Sources (ELBH309)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f7108a9e-8435-40cc-ab74-9e4600a316da)

Identify and analyse the perspectives of people from the past (ACHHS190)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ce3239b2-bd54-41d8-b37e-9e4600a316da)

Identify and analyse different historical interpretations (including their own) (ACHHS191)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a916aa52-d08a-4c6e-842f-9e4600a316da)

Developing A Historical Argument That Identifies Different Possibilities In Interpretation And Argues A Particular Point Of
View, With Consistent And Specific Reference To The Evidence Available (ELBH310)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f7d8f0b9-686e-4911-8c5a-9e4600a316da)

Explaining The Significance Of The Fall Of Singapore (1942) In The Changes In Australia's Military Alliances And Use Of
Troops During World War Ii, Using A Range Of Sources (For Example Accounts Of Prisoners Of War, Commanders Such As
General Gordon Bennett, Politicians Such As Prime Minister John Curtin, And Japanese And British Sources) (ELBH311)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fe17fda9-039e-49fe-b5b4-9e4600a316da)

Designing A Poster That Outlines The Main Arguments Against French Nuclear Testing In The Pacific And Explaining The
Nature And Reliability Of The Sources Used To Construct The Poster (ELBH312)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5fdbfdbd-6477-4346-8aa5-9e4600a316da)

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
(ACHHS192)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e01d3812-f8fe-4af3-be29-9f7f00ccfb19)

Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/96639791-3dde-40a7-8cee-9e4600a316da)

Chronology, terms and concepts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0c2551c1-23f1-4301-9886-9e4600a316da)

Historical questions and research
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e9827cbf-8e53-4a23-a427-9e4600a316da)

Analysis and use of sources
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/252e5a26-c682-4e2a-abb4-9e4600a316da)

Perspectives and interpretations
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cabe110d-2c0d-45fd-b882-9e4600a316da)

Explanation and communication
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c22a9ce8-a30d-4151-b26f-9e4600a316d6)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2fa46acb-8f1a-4242-93fa-9f7f00cca9c0)

Historical Knowledge and Understanding
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a605660e-a73e-49a7-8f2d-9e4600a316d6)

Historical Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cbe78afa-dffe-4e9d-a6c4-9e4600a316d6)

Year 8
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c5ab49e0-99cf-45e7-b904-9e4600a3169e)

Year 9
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9516bec6-7071-4459-bfd3-9e4600a316cc)

Year 10
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cadd150d-145d-43f9-a678-9e4600a316d6)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cc8b11a0-06d9-4cd3-8a4c-9f7f00cca60e)

Engaging With The Oral Traditions, Painting And Music Of Aboriginal And Torres Strait Islander Peoples And Recognising That The Past Is Communicated Through Stories Passed Down From Generation To Generation (ELBH008)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3ea38dca-745b-4c57-8dca-9e4600a316e9)

Sharing The Story Of An Object From Home, Describing Its Importance To The Family (For Example Photographs, Old Toys, Statues, Medals, Artwork, Jewellery) And Creating A Class Museum (ELBH009)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bce7c87b-4481-4242-9ba8-9e4600a316e9)

Recognising That Stories Of The Past May Differ Depending On Who Is Telling Them (For Example Listening To Stories About The Same Event Related By Two Different People Such As A Mother And A Grandmother) (ELBH010)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5e99692a-3a55-4c1d-8c5b-9e4600a316e9)

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/24fac2ba-78b1-4650-83e2-9e4600a316e9)

Historical Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e0ddb503-33ba-44f2-9ed7-9e4600a31686)

Ordering Significant Personal Events Or Milestones Using Photographs Or Drawings (Such As Walking, Talking, The Birth Of A Sibling, Moving House, An Illness, An Achievement, First Day At School) (ELBH011)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bc088b89-b7f7-41b3-9b7b-9e4600a316df)

Using Simple Terms To Denote Time When Students Talk About Their Experiences (For Example 'then', 'now', 'yesterday', 'today', 'tomorrow') (ELBH012)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f6793c54-6b55-4c29-9551-9e4600a316e4)

Sequence familiar objects and events (ACHHS015)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3944e638-e591-4772-b479-9e4600a316df)

Distinguish between the past, present and future (ACHHS016)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/50167ca3-fb6a-4370-872a-9e4600a316df)

Inquiring From Members Of Their Families Where They Were Born And Raised (ELBH013)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f34debc-ec9f-4e78-995c-9e4600a316df)

Posing Questions About Family Or About Personal Photographs, For Example 'How Old Was I?' 'Where Was I?' 'What Was I Doing?' (ELBH014)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/43a4f344-2bcc-4363-8ab6-9e4600a316df)

Posing Questions About Artefacts, For Example 'Is It Old Or New?' 'What Was It Used For?' (ELBH015)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bef61527-7fcc-4ea4-bb0c-9e4600a316df)

Pose questions about the past using sources provided (ACHHS017)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0fbee9ec-3aee-432d-b534-9e4600a316df)

Identifying Relevant Features Of Photographs Of Family And Friends (ELBH016)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0deb0b35-46b6-4244-a824-9e4600a3168b)

Describing Interesting Features Of Objects And Photographs Connected To The Past (ELBH017)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/15551958-d7fe-4efd-a419-9e4600a3168b)

Distinguishing Between What Is Old And What Is New, Using Such Clues As The Condition Of The Object (ELBH018)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/736332d0-bb66-486d-ab1e-9e4600a3168b)

Suggesting Ideas About What Objects From The Past May Have Been Used For (ELBH019)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2bfad0cb-01b6-43cd-8dfc-9e4600a3168b)

Comparing Objects From The Past With Those Of The Present, Using Comparative Language Such As 'older', 'newer' (For Example 'this Toy Is Older'; 'that Computer Game Is More Fun Than...') (ELBH020)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/445c03e2-4fcd-4e3b-aa3b-9e4600a3168b)

Explore a range of sources about the past (ACHHS018)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9b1144f6-116f-4318-99b3-9e4600a3168b)

Identify and compare features of objects from the past and present (ACHHS019)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5d0d3dc1-b10e-4bde-b6c5-9e4600a3168b)

Inviting Parents, Grandparents And Elders Into The Classroom To Communicate About Their Childhoods And Comparing Their Favourite Toys With Those Of Children Today (ELBH021)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c8e56c8b-1431-4980-b7c4-9e4600a3168b)

Explore a point of view (ACHHS020)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4333dd98-207c-480b-a15a-9e4600a3168b)

Relating A Story About Their Own Life Or Describing An Event They Have Experienced (Orally Or Through Pictures And Photographs) (ELBH321)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8e07ceb6-68c9-4a0e-b05f-9e4600a3168f)

Retelling A Story About A Significant Event A Student's Family Celebrates Or Commemorates Such As Birthdays, Weddings, Christenings, Religious Festivals (ELBH320)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a7aa2b2b-53fa-4417-9d51-9e4600a3168f)

Representing Ideas And Creating Imaginative Responses Through Talking, Drawing And Play (ELBH023)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4fc84763-a481-4c48-950a-9e4600a3168f)

Develop a narrative about the past (ACHHS021)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4d690641-606d-4688-9723-9e4600a3168f)

Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3b5a8cd5-5b94-44a8-893c-9e4600a3168f)

Chronology, terms and concepts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/39a6bb47-9f39-4cfd-9ea3-9e4600a31686)

Historical questions and research
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/12146c60-c46a-43a1-81a5-9e4600a31686)

Analysis and use of sources
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/460dcee9-48f2-4a00-9221-9e4600a3168b)

Perspectives and interpretations
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6a7d05a0-2823-44ee-951b-9e4600a3168b)

Explanation and communication
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/50957c88-c8f7-4fc3-9f89-9e4600a3168f)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/02460b01-a39e-4370-83ea-9f7f00cca66e)

Present and past family life
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/040654ab-f70a-46e8-b6f7-9e4600a3168b)

Comparing Families In The Present With Those From The Recent Past (The Families Of Parents And Grandparents) In Terms Of Their Size And Structure (For Example The Different Types Of Family Such As Nuclear, Single Parent, Blended) (ELBH029)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4413684c-66f7-4b43-a9ae-9e4600a3168b)

Discussing Kinship As An Important Part Of Relationships And Family Structures In Aboriginal And Torres Strait Islander Societies (For Example The Extent Of A Kinship System And The Way In Which It Influences People's Relationships, Obligations And Behaviour Towards Each Other) (ELBH319)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/17238ef2-21f8-4058-8888-9e4600a3168b)

Examining And Commenting On The Roles Of Family Members Over Time (For Example Listening To Stories About The Roles Of Mothers, Fathers, Caregivers And Children In The Past) And Comparing These With Family Roles Today (For Example Work Outside The Home, Washing, Cooking, Cleaning, Gardening, Child Care) (ELBH030)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b823d2f9-c20b-4976-b1c1-9e4600a3168b)

Discussing, For Example, What Happened Yesterday, What Is Likely To Happen Tomorrow, Upcoming Birthdays, Celebrations And Seasons, And Ordering These References To Time In Sequence Using Terms Such As 'Before', 'After', 'Next' And 'Then' (ELBH031)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d9c721e4-7df4-406c-bb4b-9e4600a3168b)

Discussing How Some Cultures, For Example The Chinese, Describe A Child As Being One Year Old On The Day They Are Born (ELBH032)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/50df7b13-4c0f-4aaa-a297-9e4600a3168b)

Identifying Dates And Changes That Have Personal Significance (For Example Birthdays, Moving House, Changing Schools, Religious And School Holidays), Marking These On A Calendar And Counting Down Time, As Well As Noting That Events Of Personal Significance May Differ According To Children's Cultural Backgrounds (ELBH033)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1c271704-b10f-423c-8914-9e4600a3168b)

Examining Aboriginal And Torres Strait Islander Seasonal Calendars (For Example The Gagadju (Kakadu) And The D'harawal (Sydney) Calendars, Each With Six Seasons, The Arrernte (Central Australia) With Five, The Woiwurrung (Upper Yarra Valley) With Seven, And North East Tasmania With Three (ELBH034)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/240c40bb-2a1a-46be-aa06-9e4600a3168b)

Examining And Commenting On Photographs And Oral Histories (For Example Talking To Parents, Grandparents And Other Elders) To Find Out How Daily Lives Have Changed (ELBH035)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a7d42d09-7517-49d0-974a-9e4600a3168b)

Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e2db789d-dfc8-4bb1-b641-9e4600a3168b)

How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/702bc5a1-8393-4d7c-b8e2-9e4600a3168b)

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bcbf353b-4a81-4de3-ace7-9e4600a3168b)

Historical Knowledge and Understanding
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c1ba337c-6e36-4480-9897-9e4600a3168b)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2c1126a2-80af-4a83-be1b-9f7f00cca6cb)

Historical Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2e43f95b-3383-43cd-8628-9e4600a31686)

Using Visual Sequences Of Time Such As A 'Days Of The Week' Chart, A Class Timetable Or A Calendar And Marking Significant Dates On Them (ELBH036)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d194c718-a47a-4f04-a00d-9e4600a3168b)

Creating A Timeline, Slideshow Or Story Using Photos (ELBH037)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/84c9d593-c21c-4595-b3c6-9e4600a3168b)

Identifying Vocabulary Of The Past (For Example Words For Objects From Childhood Games And Leisure Such As Jacks, Elastics, Record Player, Transistor) When Making Then/Now Comparisons (ELBH038)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/070eb89f-fe30-4474-9c95-9e4600a3168b)

Using Terms To Denote Time (For Example 'Then', 'Now', 'Yesterday', 'Today', 'Past', 'Present', 'Generations') (ELBH039)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/13ab61f4-7179-4f80-b84b-9e4600a3168b)

Sequence familiar objects and events (ACHHS031)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/50c9e2bc-3913-4261-964c-9e4600a3168b)

Distinguish between the past, present and future (ACHHS032)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aceba742-4aa2-4723-a11a-9e4600a3168b)

Inquiring From Parents And Members Of Older Generations About Past And Present Families (For Example Number Of Children, Number Of People Living In The Household, Roles Of The Parents And Children) (ELBH040)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/caa6f892-16c7-4e10-b59a-9e4600a316df)

Discussing What Life Was Like For Their Parents And Grandparents By Examining Everyday Objects (For Example Telephone, Radio, Cooking Utensils, Toys), Photos And Stories From The Past, Using 'What'? How'? 'When'? 'Why?' Questions (ELBH041)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b2189ed1-58d0-4c6c-91cf-9e4600a316df)

Pose questions about the past using sources provided (ACHHS033)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0040545f-6700-4ebd-a4d9-9e4600a316df)

Discussing With Parents And Grandparents About Life In The Past (ELBH042)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/caea15ca-bf56-4f1b-8c9c-9e4600a316df)

Exploring Stories From And About The Past (For Example Letters, Diaries, Radio Or Television Programs) (ELBH043)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b3ef9ab8-ac7d-4806-ab50-9e4600a316df)

Comparing Objects From The Past With The Present To Identify Similarities And Differences (For Example Toys, Whitegoods, Televisions, Radios) (ELBH044)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/057e1841-c5b3-467a-9900-9e4600a316df)

Explore a range of sources about the past (ACHHS034)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1c7c1caf-222e-45aa-a79e-9e4600a316df)

Identify and compare features of objects from the past and present (ACHHS035)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/62f95c2e-342e-4a33-b841-9e4600a316df)

Representing Similarities And Differences Between Students' Daily Lives And Those Of Their Parents And Grandparents In Graphic Form (For Example Venn Diagram, Y Chart) (ELBH045)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f5b02ef3-0d64-4984-b517-9e4600a3168b)

Explore a point of view (ACHHS036)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aa0c42bb-4508-4a5b-b61c-9e4600a3168b)

Relating A Story About Life In Their Parent's Or Grandparent's Time (Orally Or Through Pictures And Photographs) (ELBH046)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/94f97124-9b2c-42ae-bda1-9e4600a3168f)

Describing Their Families Or An Event That Has Personal Significance (ELBH047)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5fe8355e-70b4-49cf-b269-9e4600a3168f)

Representing Ideas And Creating Imaginative Responses Through Writing, Roleplay, Speaking, Drawing (ELBH048)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/725280b0-0c1d-4698-be5b-9e4600a3168f)

Develop a narrative about the past. (ACHHS037)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d970b0c2-716a-4f70-bb29-9e4600a3168f)

Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/98db5e52-5c40-4574-9d92-9e4600a3168f)

Chronology, terms and concepts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b477ee46-2ea3-4a0c-8a78-9e4600a3168b)

Historical questions and research
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8e435d52-48ad-4e16-a7b2-9e4600a31686)

Analysis and use of sources
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/57c1a069-8b2c-404a-8780-9e4600a3168b)

Perspectives and interpretations
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f9f644da-3c1e-4f0a-b5ba-9e4600a3168b)

Explanation and communication
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9134870e-08ac-4962-a715-9e4600a3168f)

Year 1
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/431f49ff-68b4-4ff8-a66e-9e4600a31686)

The past in the present
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3a2535cf-a536-4d20-9a41-9e4600a3168b)

Using The Internet, Newspapers, Community Information Guides And Local Knowledge To Identify And List The People And Places Promoted As Being Of Historic Interest In The Local Community (ELBH055)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/244867db-57a6-4107-9f89-9e4600a3168b)

Suggesting Reasons For The Location Of A Local Landmark Before Searching For Resources That Provide An Explanation (ELBH056)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/64a9c18a-aaf1-49eb-8edb-9e4600a3168b)

Investigating The History Of A Chosen Person, Building, Site Or Landmark In The Local Community Using Sources (For Example Books, Newspapers, Oral Histories, Audio Visual Material, Digital Sources, Letters, Photographs) And Relating A Story Which These Reveal About The Past (ELBH057)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2f6aa34c-7a82-4eb9-a177-9e4600a3168b)

Discussing Why A Particular Site Has Heritage Significance/Cultural Value For Present Generations (For Example It Provides A Record Of A Significant Historical Event, Has Aesthetic Value, Reflects The Community's Identity) (ELBH058)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/55182c92-d2d0-4970-b5eb-9e4600a3168b)

Identifying, In Consultation With Aboriginal And Torres Strait Islander People, And Visiting (Where Appropriate) Local Sites, Places And Landscapes Of Significance To Aboriginal And Torres Strait Islander People (For Example Engraving Sites, Rock Paintings, Natural Sites Or Features Such As The Birragai Rock Shelter, Creeks Or Mountains) (ELBH059)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0b7ed85f-dbd5-45a8-862d-9e4600a3168b)

Identifying And Designing A Local Historical Tour Of A Site (For Example One Related To A Particular Cultural Group) (ELBH060)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/33b626cb-f000-453d-93c6-9e4600a3168b)

Examining Changes In Technology Over Several Generations By Comparing Past And Present Objects And Photographs, And Discussing How These Changes Have Shaped People's Lives (For Example Changes To Land, Air And Sea Transport; The Move From Wood Fired Stoves To Gas/Electrical Appliances; The Introduction Of Television, Transistors, Fm Radio And Digital Technologies) (ELBH061)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0e3361fa-bec0-442c-a3e9-9e4600a3168b)

Identifying Where The Technology Used In Their Grandparents' Childhoods Was Made Compared With The Technology They Use Today (ELBH062)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/65e0420e-4264-4259-a61f-9e4600a3168b)

Examining The Traditional Toys Used By Aboriginal And Torres Strait Islander Children To Play And Learn (For Example Arrernte Children Learn To Play String Games So They Can Remember Stories They Have Been Told) (ELBH063)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6328b116-be5a-4258-856b-9e4600a3168b)

Creating Models Of Toys Used By Children Who Lived When Electricity Was Not Available (ELBH064)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/33bb7d30-d4bf-4455-b1b5-9e4600a3168b)

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f64eef9-e56b-48b9-bfca-9e4600a3168b)

The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/267ec8a4-c8dc-49c9-ad5d-9e4600a3168b)

The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fc90b1b0-4c30-438b-b9c8-9e4600a3168b)

Historical Knowledge and Understanding
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0ba981b9-ab16-42cf-ae67-9e4600a3168b)

Historical Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ef7761d2-c91d-46fb-9cc7-9e4600a3168b)

Ordering Key Events In The History Of The Local Community Using Photographs And Annotations (ELBH065)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e62fb906-7279-4fd4-9dc8-9e4600a3168b)

Using Terms To Denote The Passing Of Time In Speech And Writing (For Example 'In The Past', 'Years Ago', 'The Olden Days', 'In The Future') (ELBH066)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2b0ab6b5-1a56-44f5-a114-9e4600a3168b)

Identifying Signs Of The Past In Photographs And Other Visual Representations And Using The Correct Term For These Features – For Example 'War Memorial', 'Museum' (ELBH067)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dcab6def-eabc-411f-bf2f-9e4600a3168b)

Sequence familiar objects and events (ACHHS047)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1ba151ff-7ccc-47d2-be69-9e4600a3168b)

Distinguish between the past, present and future (ACHHS048)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9a18e292-1f82-4dc8-8f14-9e4600a3168b)

Developing Inquiry Questions About A Site (For Example 'What Does It Look Like Now?' 'What Condition Is It In?' 'How Might Its Use Have Changed?' 'What Was Its Purpose?' 'How Was It Built/Created?' 'How Was It Paid For?' 'What Is Its Use And Importance In The Present?') (ELBH068)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/02240064-d3af-43e3-9c06-9e4600a3168b)

Structuring Questions Using Appropriate Verb Tenses (For Example In The Question: 'What Games Did Children Play Before Electricity?', The Helping Verb 'Did' Is In The Past (ELBH069)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2ca1cb78-c795-46d1-b942-9e4600a3168b)

Pose questions about the past using sources provided (ACHHS049)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aeef509e-7ba3-403e-9204-9e4600a3168b)

Locating Historical Evidence Of The Local Community Including Signs Of The Past In The Present (For Example Place And Street Names, Monuments, Built And Non Built Historical Landmarks) (ELBH070)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e65fc287-6072-4304-9993-9e4600a316df)

Examining Sources Such As Photographs, Newspapers, Stories And Maps To Learn About The Past (Some Of These May Be Online And Can Be Located Through State And Local Library Websites) (ELBH071)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2e00f7c4-2d79-426f-ae9a-9e4600a316df)

Identifying Place And Street Names In The Local Community And Discovering Their Origin And Meaning (For Example Names That Are Linked To Aboriginal And Torres Strait Islander People, Such As Eurobodalla National Park; Historical Events Such As Deadman's Creek, Early Settlers, And Political, Religious And Social Figures) (ELBH072)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ffe79c5d-09a4-4a48-8c1a-9e4600a316df)

Identifying Features Of A Site (Such As Dates, Decorations And Plaques On Buildings) That Reveal Its Past (ELBH073)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/02a4cd93-adbb-4de9-8cd9-9e4600a316df)

Explore a range of sources about the past. (ACHHS050)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/85bd2557-8069-4010-a1a1-9e4600a316df)

Identify and compare features of objects from the past and present (ACHHS051)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1b940a8c-67df-48e4-bb60-9e4600a316df)

Examining A Point Of View About Changes To The Built And Natural Environment And To Daily Lives Over Time (ELBH074)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bfcbe362-7f11-4678-b22c-9e4600a316df)

Explore a point of view (ACHHS052)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c276acac-ba12-43aa-8108-9e4600a316df)

Composing Stories To Compare Past And Present Daily Life (For Example By Using Software To Create A Soundscape Of The Local Area And A Digital Camera To Take Photographs Of This Area In The Present And By Using Photographs To Show Images Of The Past) (ELBH075)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/39449f98-eaf2-442b-b51d-9e4600a3168f)

Describing A Significant Person Or Place From Their Community's Past (For Example A Short Report On A Building Of Significance Describing When, Where, Why, Who Built It, And Why It Is Valued; Or A Biography On A Significant Individual) (ELBH076)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4518c1ea-4c3b-46a7-925f-9e4600a3168f)

Representing Ideas And Creating Imaginative Responses Through Visual Images As Well As Written And Spoken Descriptions And Narratives (ELBH077)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/40470b67-5494-48a8-99c0-9e4600a3168f)

Develop a narrative about the past (ACHHS053)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6fa8bc67-738a-4837-9413-9e4600a3168f)

Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b9aed14a-e71e-418b-9c56-9e4600a3168f)

Chronology, terms and concepts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/362cd92d-6fb9-4ce4-b9f6-9e4600a3168b)

Historical questions and research
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a0fcc18c-c8c7-4b50-806a-9e4600a3168b)

Analysis and use of sources
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/711a0f6f-edc4-4033-b43d-9e4600a3168b)

Perspectives and interpretations
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/14271abc-f184-45a4-920f-9e4600a3168b)

Explanation and communication
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/889e47e4-104b-47c5-a96f-9e4600a3168f)

Year 2
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/48706cf5-3e6e-478d-806d-9e4600a3168b)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ed98cc75-e057-405e-873f-9f7f00cca728)

Investigating A Development In The Local Community From The Time Of European Settlement To The Present Day (For Example Through Photographs, Newspapers, Oral Histories, Diaries And Letters) (ELBH087)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/590c499f-b9be-4d90-b7a8-9e4600a3168f)

Comparing Photographs From Both The Past And Present Of A Specific Location To Identify The Nature Of Change Or Continuity (That Is Key Similarities And Differences) (ELBH088)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ebc01ea5-af12-4272-a031-9e4600a3168f)

Using Local Sites, Museums And Online Collections (For The Local Area Or State/Territory) To Identify The Cultural Groups Within The Local Community And Their Influence Over Time (For Example As Reflected In Architecture, Commercial Outlets And Religious Buildings) And Comparing The Development Of The Local Community With Another Community (ELBH089)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cf7cb306-e647-4500-8104-9e4600a3168f)

ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a2e86689-31e8-4e70-86b1-9e4600a3168f)

The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/573c455c-9638-49e7-9816-9e4600a3168f)

Historical Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6e94fc5b-4a34-4666-b791-9e4600a3168b)

Developing An Annotated Timeline Or Other Visual Representation Of Key Stages Of Settlement, Which Features Local, Regional Or State Events And People Of Historical Significance (ELBH096)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1c523d71-cc17-4bce-83be-9e4600a3168f)

Using Historical Terms (Such As Immigration, Exploration, Development, Settlement And Naming Days Of Commemoration And Emblems) When Speaking, Writing, And Illustrating (ELBH097)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1e0564f3-2940-4f9a-9db8-9e4600a3168f)

Using Acronyms (For Example Naidoc, Anzac) And Understanding Their Meaning (ELBH098)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e327a1bd-4a71-45bd-a4a7-9e4600a3168f)

Sequence historical people and events (ACHHS065)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/06cecece-7d11-417d-bd67-9e4600a3168f)

Use historical terms (ACHHS066)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/59b67c89-fb9c-4ffb-967c-9e4600a3168f)

Posing Appropriate Questions When Investigating The Contribution That Individuals And Groups Have Made To The Development Of The Local Community ('Who?' 'What?' 'When?' 'Where?' 'Why?') (ELBH744)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c5be622d-9209-4c71-952c-9f7f00ccd73d)

Posing Appropriate Questions When Investigating The Establishment Of A Local Community ('How Did People Settle?' 'Who Were They?' 'Why Did They Come To The Area?') (ELBH745)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/070e3560-3a2a-468b-ba69-9f7f00ccd73d)

Identifying Sources To Investigate Change In The Community In The Past, Such As Photographs, Maps, And The Remains Of Buildings (ELBH749)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0d6302e7-9c26-45e8-bd1f-9f7f00cd0b18)

Pose a range of questions about the past (ACHHS067)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d9829d1c-ebe8-47ba-8b74-9f7f00ccd73d)

Identify sources (ACHHS215)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/580c6606-7243-4119-a7c0-9f7f00cd0b11)

Analysing A Range Of Sources (For Example Photographs, Maps, Oral Histories) To Locate Information About The People, Places And Events In Their Community's Present And Past (ELBH101)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/69c2b94b-7522-4480-b08f-9e4600a3168f)

Using Information Technologies To Organise Information And Make Connections (For Example Creating Tables In Word Processing Software, Concept Mapping) (ELBH102)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3d8f9636-7813-4143-9880-9e4600a3168f)

Locate relevant information from sources provided (ACHHS068)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dd4ef7ab-4a4d-4334-95a3-9e4600a3168f)

Identifying The Meaning Of Celebrations From Different Perspectives (For Example Australia Day For Aboriginal And Torres Strait Islander Peoples Compared With Other Australians) (ELBH103)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/30f09fd4-5981-4e00-8d56-9e4600a316df)

Identify different points of view (ACHHS069)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5f46ede9-8a44-45f6-9910-9e4600a316df)

Writing Narratives About The Community's Past Based On Researched Facts, Characters And Events (ELBH104)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dbbc141d-2d2d-45a0-a5b2-9e4600a316df)

Composing Historical Texts (For Example A Biography On A Noteworthy Individual Or Group, A Report On A Significant Event) (ELBH105)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5c5c10a2-ae04-409a-be62-9e4600a316df)

Creating And Editing A Presentation (For Example One That Includes Text, Images And Sounds) To Record And Explain The Past (ELBH106)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2d407303-c973-495c-8b12-9e4600a316df)

Creating An Oral, Written, Pictorial Or Digital Representation To Reflect The Diverse 'Character' Of The Community Today (ELBH107)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8bbf515b-2f6a-4d99-b8a7-9e4600a316df)

Develop texts, particularly narratives (ACHHS070)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5f6fd58f-0863-4074-8941-9f7f00ccd907)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/105b8f32-2ce4-4ea6-b5d4-9e4600a316df)

Chronology, terms and concepts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dc378d7c-53dc-44bc-bae0-9e4600a3168f)

Historical questions and research
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b0219d0c-dda1-4919-997f-9e4600a3168f)

Analysis and use of sources
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cffbfc1e-108c-475e-bb5b-9e4600a3168f)

Perspectives and interpretations
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e0c81139-cd96-47e4-86fd-9e4600a3168b)

Explanation and communication
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fa7f9407-5871-4549-90d2-9e4600a3168f)

Placing Key Events And People Of Early Contact History In Chronological Order By Creating Timelines And Explaining The Sequence (ELBH130)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/11ae4ac3-055c-42a8-a948-9e4600a31694)

Using Historical Terms When Talking About The Past (For Example 'Penal', 'Transportation', 'Navigation', 'Frontier Conflict', 'Colonisation') (ELBH131)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/58cebdde-577b-4667-ae8b-9e4600a31694)

Identifying The Origins Of Place Names In Australia (For Example Those Named By French Explorers, Aboriginal Place Names) (ELBH132)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c5790d31-1f83-487f-8764-9e4600a31694)

Sequence historical people and events (ACHHS081)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8c5f03e8-6f70-4fde-8fa3-9e4600a31694)

Use historical terms (ACHHS082)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/085954c9-6627-48a9-bb61-9e4600a31694)

Generating Questions About The Diversity And Long And Continuous Connection Of Aboriginal And Torres Strait Islander Peoples To Country/Place, And The Nature Of Contact In Early Australia (For Example 'Who?' 'What?' 'When?' 'Where?' 'Why?' Questions) (ELBH747)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7b616595-5a85-4a28-9394-9f7f00ccdc41)

Posing Questions About Explorers (For Example 'Who Were They? 'Where Were They From?' 'Where Did They Go?' 'What Did They Do?') (ELBH746)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8785c1a1-7304-4be7-936c-9f7f00ccdc41)

Posing Questions About The First Fleet (For Example 'Why Did The First Fleet Travel To Australia?' 'Who Was On It?' 'What Were Their Stories?' 'What Was The Journey Like?') (ELBH748)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86bb259e-5a29-4f65-9b76-9f7f00ccdc41)

Identifying Sources To Investigate The Story Of The First Fleet And Its Arrival, Such As Paintings, Maps, Written Records/Accounts (ELBH750)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2b63e7b1-ee52-4b81-b836-9f7f00cd0b77)

Pose a range of questions about the past (ACHHS083)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d486566f-7815-45a4-b0d9-9f7f00ccdc41)

Identify sources (ACHHS216)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fad7dcfc-b7d8-4b68-883e-9f7f00cd0b77)

Finding Historical Information To Determine The Nature Of Colonial Settlement, The Impact Of Significant Events And The Role Of Individuals In Shaping A Colony (ELBH136)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/45a45820-1e83-461c-a097-9e4600a31694)

Locate relevant information from sources provided (ACHHS084)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9aca056c-dde3-41b4-8996-9e4600a31694)

Exploring Different Stories About Contact Experiences And Early Penal Life To Discover The Thoughts Or Feelings Of The People At That Time (For Example Convicts, Aboriginal And Torres Strait Islander People, Convict Guards, Free Settlers) (ELBH137)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/25307fe7-1aaa-43e4-8d3e-9e4600a31694)

Identify different points of view (ACHHS085)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c43d18d0-8865-4718-a4b9-9e4600a31694)

Chronology, terms and concepts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cbd92e15-0aea-4063-9caa-9e4600a31694)

Historical questions and research
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/84bcf30b-6962-42c3-8147-9e4600a31694)

Analysis and use of sources
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e13388ce-a6bd-469f-a53a-9e4600a31694)

Perspectives and interpretations
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c5883ecc-fee2-4d9e-9985-9e4600a31694)

Explanation and communication
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a8862962-937f-4340-8e03-9e4600a3168f)

Listing Key Events And People's Experiences And Linking Them Together To Form A Narrative About The Past (ELBH138)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e0c26201-60e9-4d81-b743-9e4600a31694)

Recounting The Experiences Of An Individual Based On Researched Facts (For Example A Biography, Diary Or Journal Of A Navigator Or Convict On The First Fleet) (ELBH139)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cc6210fc-ddcb-4326-bb2c-9e4600a31694)

Creating Charts, Pictorial Stories, Maps, Digital And Oral Presentations To Explain The Past (ELBH140)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d15dc0db-d841-4108-9577-9e4600a31694)

Making A Podcast That Features A Story From The First Fleet (ELBH141)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/16b8898f-c412-4250-ba74-9e4600a31694)

Develop texts, particularly narratives (ACHHS086)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/12f406f0-c4d7-40b6-a4a3-9f7f00ccdccf)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8add0af1-d4ff-4a8f-b54b-9e4600a31694)

Historical Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5dad6a73-275b-41b7-851f-9e4600a3168f)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1525f518-e76e-4b5f-9d4f-9f7f00cca7e2)

Compiling An Annotated Timeline Showing Key Stages In The Development Of Colonial Australia Including The Date Of European Settlement In Each State, The Date The Colony Was Established, The Date Of Self Government (ELBH158)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7311f40c-e9fe-423e-9c60-9e4600a31694)

Using Historical Terms (Such As The Gold Era, The Eureka Stockade, The Myall Creek Massacre, Colony) (ELBH159)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ec699cbd-0f59-48ac-a272-9e4600a31694)

Understanding The Key Concepts Related To The Content Such As Settlement, Expansion, Migration, Protection, Development, Rural, Urban) (ELBH160)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8efdfe29-4588-4a7c-a8ac-9e4600a31694)

Sequence historical people and events (ACHHS098)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/43e757e1-5b2d-4d97-a7c6-9e4600a31694)

Use historical terms and concepts (ACHHS099)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4904cc5f-a507-47d3-bc69-9e4600a31694)

Identifying The Different Motives And Experiences Of Individuals And Groups In The Past (For Example The Reasons People Migrated To Australia And Their Diverse Experiences) (ELBH169)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c861009f-f218-4a09-9601-9e4600a31699)

Identify points of view in the past and present (ACHHS104)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9eb59f5d-2594-47e9-8360-9e4600a31699)

Using Sources To Develop Narratives (For Example Reasons For The Establishment Of Colonies, Effects Of Key Developments And Events On Colonies, The Impact Of Significant Groups Or Individuals On Development) (ELBH170)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a3dbdb86-068f-46bf-a879-9e4600a31699)

Using Some Of The Language Devices Of Narratives, Evocative Vocabulary, And Literary Sentence Structures But Using Real Characters And Events To Tell Their Story (ELBH171)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/01b85946-bafc-4038-b9a5-9e4600a31699)

Creating Visual, Oral Or Written Journals Reflecting The Daily Life Experiences Of Different Inhabitants Of A Convict Or Colonial Settlement (ELBH172)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b50554e5-bcaf-4cc5-9b1a-9e4600a31699)

Using Ict To Create Presentations Which Are Suitable For The Target Audience And Include Text, Images And/Or Audiovisuals. (ELBH173)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/40478582-0af7-455c-b7fe-9e4600a31699)

Using Communication Technologies To Exchange Information And To Foster A Collaborative Response (For Example A Wiki) (ELBH174)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f5e84b9-8474-4936-91a4-9e4600a31699)

Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c3d96a16-729e-4e3b-a17d-9f7f00cce1d5)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fa4493d7-6747-44b3-8d1a-9e4600a31699)

Chronology, terms and concepts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cb4ebd51-0fb6-48c4-bc10-9e4600a31694)

Perspectives and interpretations
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/da59cf88-e5bf-4e27-a9cd-9e4600a31699)

Explanation and communication
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f9c203de-e2a5-4813-867f-9e4600a31694)

Analysis and use of sources
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c8dd540f-c934-435e-b7a1-9e4600a31699)

Finding Relevant Historical Information About Colonial Australia From Primary And Secondary Sources (ELBH165)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86937279-3b76-41db-92af-9e4600a31699)

Using Pro Formas And Datasheets To Develop Questions, And Record Information And Sources/References (ELBH166)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b7f15e45-4ea3-4fa9-923e-9e4600a31699)

Examining Two Sources Of Evidence To Identify Similarities And/Or Differences, And Describing What They Reveal About The Past (ELBH167)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a24b2492-2987-488e-865a-9e4600a31699)

Checking Publication Dates To Put Information Contained In A Text In Historical Context (For Example A 1965 Australian History Book May Provide A Different Perspective To One Published In 2010) (ELBH168)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/091b04f0-fbdc-4466-b126-9e4600a31699)

Locate information related to inquiry questions in a range of sources (ACHHS102)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/55b6b458-d157-4d37-bbbf-9e4600a31699)

Compare information from a range of sources (ACHHS103)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b4fa870a-6205-4b9a-908d-9e4600a31699)

Historical questions and research
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5f4845b3-f300-44d6-804f-9e4600a31694)

Developing Key Questions About The Local Community Or Region (For Example: 'Why Was The Area Settled?' 'What People Came To Live In The Area?' 'How Did They Make Their Living?' 'How Did Men, Women, And Children Live?') (ELBH161)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/182f21f2-8b77-4ffd-af33-9e4600a31694)

Using Internet Search Engines, Museums, Library Catalogues And Indexes To Find Material Relevant To An Inquiry (For Example Primary Sources Such As Stories, Songs, Diaries, Official Documents, Artworks) (ELBH162)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dc8bd735-02d0-4592-be6c-9e4600a31699)

Understanding The Internet Domain Names 'Com', 'Edu', 'Gov' As Indicators Of The Provenance Of A Source (ELBH163)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c715ca89-1300-46c0-bee3-9e4600a31699)

Visiting A Local Cemetery And Surveying The Graves To Find Clues About The Patterns Of Settlement, Ages And Causes Of Death In The Local Area (ELBH164)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e2a955fb-f651-4f7e-b533-9e4600a31699)

Identify questions to inform an historical inquiry (ACHHS100)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e1cf14bc-5b64-4b3f-a263-9e4600a31694)

Identify and locate a range of relevant sources (ACHHS101)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c65303fc-eb98-487f-9c70-9e4600a31694)

Historical Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8de71d22-0006-489e-9d48-9e4600a31694)

Historical Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aaa5c8ef-e847-4af8-892a-9e4600a31699)

Placing Key Events, Ideas, Movements And People Of The Twentieth Century In Chronological Sequence (ELBH194)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e60376e4-4353-4b92-abf1-9e4600a31699)

Using Timelines To Describe Past Events And Changes (ELBH195)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a5155c68-5bca-45c9-b082-9e4600a31699)

Identifying And Developing A Timeline Of World Unrest That Contributed To Migration In The 1900s (For Example The World Wars, The Vietnam War, The War In The Former Yugoslavia, The Tiananmen Square Massacre, The War In Sudan) (ELBH196)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c6f07faf-40cf-44bd-9616-9e4600a31699)

Using Historical Terms And Concepts Related To The Content Such As 'Democracy', 'Federation', 'Empire', 'Immigration', 'Heritage', 'Diversity', 'Enfranchisement', 'Suffrage' (ELBH197)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d9593ebf-a7c8-4aba-9991-9e4600a31699)

Sequence historical people and events. (ACHHS117)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0a3b0b21-0919-4630-926b-9e4600a31699)

Use historical terms and concepts (ACHHS118)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4fd0a193-9759-4285-a27d-9e4600a31699)

Developing Key Questions About The Birth Of Australian Democracy And The Experiences Of Citizenship For Women, Migrants And Aboriginal And Torres Strait Islander Peoples (ELBH198)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2bd04f23-68ee-44ed-9255-9e4600a31699)

Developing Key Questions About Immigration Such As: 'What Were The Main Reasons People Migrated To Australia?' 'Who Migrated?' 'Where Did They Come From?' 'What Impact Have They Had On The Character Of Australian Society?' (ELBH199)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b6d60fb7-63fe-426c-8ea5-9e4600a31699)

Using Internet Search Engines, Museums, Library Catalogues And Indexes To Find Material Relevant To An Inquiry (ELBH200)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bb3a20a9-520d-4408-90bf-9e4600a31699)

Identifying Community Or Family Members Who Migrated To Australia And Conducting An Interview To Learn About Their Experiences; Understanding That Different Questions Elicit Different Kinds Of Answers (For Example The Difference Between A Closed And Open Question – 'Did You Like Australia When You First Arrived?' Compared With 'How Did You Feel About Australia When You First Arrived?') (ELBH201)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a4083350-0238-4d79-91b4-9e4600a31699)

Retrieving Census Data To Construct Arguments For And Against Migration (ELBH202)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/862932ef-6964-4cf5-82a2-9e4600a31699)

Identify questions to inform an historical inquiry (ACHHS119)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/de38a166-2910-4402-bc00-9e4600a31699)

Identify and locate a range of relevant sources (ACHHS120)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b5e30de1-2878-4507-b054-9e4600a31699)

Finding Relevant Historical Information In Primary And Secondary Sources (For Example Related To The Rights And Status Of Women As Well As Aboriginal And Torres Strait Islander Peoples And The Experiences Of Migrants) (ELBH203)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8363eb35-8f39-469e-b87d-9e4600a31699)

Using Pro Formas And Datasheets To Develop Questions And Record Information And Sources About The Movement Of People To Australia In The Twentieth Century And The Increasing Cultural Diversity Of Present Day Australia (ELBH204)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d89a1246-d537-4fd4-8302-9e4600a31699)

Examining A Range Of Sources Of Evidence To Identify Similarities And/Or Differences And Describing What They Reveal About The Past (For Example Comparing Information In Sources To Determine Views On The Effects Of Migration On The Development Of Australian Society) (ELBH205)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3ec0c800-fdc0-4ee9-ac9b-9e4600a31699)

Checking Publication Dates To Put In Historical Context The Information Contained In The Text (For Example Comparing A 1965 Australian History Book And A 2010 Refugee Website To Identify Different Perspectives) (ELBH206)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7de1e4a5-bb90-4805-8ce2-9e4600a31699)

Locate information related to inquiry questions in a range of sources. (ACHHS121)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f0293d63-3813-4161-9b43-9e4600a31699)

Compare information from a range of sources. (ACHHS122)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b737f18d-dbe4-4925-b39a-9e4600a31699)

Analysing The Language Used In Sources To Identify Values And Attitudes (For Example 'New Australians', 'Boat People') (ELBH207)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/37e1d416-046a-496f-a6a5-9e4600a31699)

Analysing Sources To Identify Persuasive Techniques Such As Modality (For Example 'Would', 'Could', 'May', 'Might') And The Use Of The Passive Voice To Cover A Lack Of Sources (For Example 'It Is Claimed That' Rather Than The Active Voice 'Tim Flannery Claims That...') (ELBH208)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/eaec7bc6-ab8f-43b0-9ae0-9e4600a3169e)

Identify points of view in the past and present (ACHHS123)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0fd0664f-9802-4832-a524-9e4600a31699)

Developing Narratives Based On Information Identified From A Range Of Sources (Using Some Of The Language Devices Of Narratives, Evocative Vocabulary, And Literary Sentence Structures But Using Real Characters And Events To Tell Their Story) (ELBH209)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a54d0502-f4bd-4269-817a-9e4600a3169e)

Combining Literary And Informational Language (For Example 'Standing On A Cold Windy Pier In Kythera, Dimitri Waved Goodbye To His Crying Mother.'); Evocative Language And Complex Narrative Structures And Factual Vocabulary And Simple And Compound Sentence Structures (For Example 'It Was 1956 And Greece Was Recovering From A Long Civil War.') (ELBH210)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b1645c0e-6e45-40e4-96d7-9e4600a3169e)

Composing Historical Texts (For Example Information Reports, Expository Texts, Persuasive Texts, Recounts, Biographies) (ELBH211)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2befa28b-818d-43f1-87e7-9e4600a3169e)

Developing Charts, Graphs, Tables, Digital Presentations, Written And Oral Presentations To Explain The Past Using Ic Ts. (ELBH212)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f60fec1c-4864-48ca-9eb4-9e4600a3169e)

Creating A Digital Story, Using Text, Images And Audio/Visual Material, To Record Migrant Experiences (ELBH213)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a0a0b687-09f2-42fe-bf59-9e4600a3169e)

Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4a7f3e1d-d95a-4e02-a737-9f7f00cce72a)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/edc366c0-fb10-41b2-aaf0-9e4600a3169e)

Chronology, terms and concepts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/faf44ef8-0825-4ae9-aff9-9e4600a31699)

Historical questions and research
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e768f5fb-1f28-4f44-adeb-9e4600a31699)

Analysis and use of sources
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5deb4255-2e98-47c9-8439-9e4600a31699)

Perspectives and interpretations
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c093b3f5-47e3-49d5-90f3-9e4600a31699)

Explanation and communication
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6f79bfe8-4521-4c53-b4d3-9e4600a31699)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/da020270-7c28-4bbe-a3fc-9f7f00cca837)

Identifying The Approximate Beginning And End Dates Of Ancient Societies And The Periods Of Time When They Coexisted (ELBH322)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a2edab65-cbd4-435a-9081-9e4600a316e4)

Defining And Using Terms Such As Bc (Before Christ), Ad (Anno Domini), Bce (Before Common Era), And Ce (Common Era); Prehistory (Before The Period Of Textual Recording) And History (The Period Beginning With Named Individuals And Textual Recording) (ELBH789)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2a1aa045-da1a-4011-a3e1-9fb900e58f04)

Defining And Using Concepts Such As Slavery, Divine Right, Source (Where A Historian Finds Information) And Evidence (The Information That Is Used By The Historian) (ELBH788)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/489e39a1-d907-43dc-93f8-9fb900e58f04)

Sequence historical events, developments and periods (ACHHS205)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1fff0066-ec67-4b79-8cfd-9f7f00cceb03)

Use historical terms and concepts (ACHHS206)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/634f56c3-490a-453b-9cbf-9e4600a316e4)

Posing A Key Question Such As: 'How Were The Pyramids At Giza Built?' And Understanding That There May Not Be A Definitive Answer; Identifying Related Questions To Inform The Inquiry Including: 'What Evidence Is There?' 'What Theories Have Been Developed?' (ELBH342)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d0d7e255-6c66-475f-9cef-9e4600a316df)

Posing Questions Of Sources Such As: 'Where Does It Come From?' 'How Do We Know?' 'What Information Does It Provide?' 'What Other Sources Might Be Needed?' (ELBH343)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/98256d5b-6b2c-4ba6-a492-9e4600a316df)

Identifying Steps In The Research Process (For Example Identifying Information Needed, Locating That Information, Recording Relevant Information From Sources) (ELBH344)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a755bacd-dda9-4274-a193-9e4600a316df)

Compiling A List Of Different Sources (For Example Papyrus Scrolls, Coins, Statues, Human Remains) (ELBH325)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/db0bb4dc-b0b8-44cd-a597-9e4600a316df)

Using Web Search Techniques To Refine A Search For Information/Images Related To A Historic Site (For Example Use Of Place Names, Dates And Search Words Such As 'Photo Gallery') (ELBH326)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/340986bb-10a0-4857-bf3f-9e4600a316df)

Identifying Information Within A Source That Can Be Used As Evidence To Support An Interpretation (ELBH327)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/96a0aeb2-9b07-4884-9d83-9e4600a316df)

Identify a range of questions about the past to inform a historical inquiry (ACHHS207)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cbcd9374-b08f-4466-8256-9e4600a316df)

Identify and locate relevant sources, using ICT and other methods (ACHHS208)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/442043a9-369d-4e17-a351-9e4600a316df)

Responding To Questions About Photographs, Artefacts, Stories, Buildings And Other Sources To Explain The Past Such As: 'Who Wrote/Produced This?' 'When?' 'Why?' 'What Does It Show About The Past?' (ELBH328)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4f0ee0d5-75d2-4c74-b405-9e4600a316df)

Discussing The Difficulties In Identifying The Origin And Purpose Of Some Sources (For Example The Kimberley Bradshaw Paintings) (ELBH331)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0cf3201b-9c1a-49d9-9cd2-9e4600a316df)

Differentiating Between Primary Sources (Those From The Time Of The Event/Person/Site Being Investigated) And Secondary Sources (Those That Represent Later Interpretations) (ELBH329)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/486817e3-3083-4467-b777-9e4600a316df)

Creating Categories (That Is, Concepts) With Which To Organise Information Obtained From Sources (ELBH332)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ef426a7b-f626-4956-b66b-9e4600a316df)

Identifying A Range Of Archaeological Sources (For Example The Physical Remains Of The Colosseum, Gladiatorial Equipment Such As Helmets, Mosaics Showing Gladiatorial Combat, Written Accounts Of What Happened In The Colosseum) (ELBH333)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3e954159-ae4b-4b8b-b3a6-9e4600a316df)

Recognising That, While Evidence May Be Limited For A Particular Group Of People, Such Evidence Can Provide Useful Insights Into The Power Structures Of A Society (ELBH334)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d5ffbc93-87fb-45e3-b410-9e4600a316df)

Distinguishing Between A Fact (For Example 'Some Gladiators Wore Helmets') And An Opinion (For Example 'All Gladiators Were Brave') (ELBH335)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/156891e2-fbf9-431a-928c-9e4600a316df)

Using Strategies To Detect Whether A Statement Is Fact Or Opinion, Including Word Choices That May Indicate An Opinion Is Being Offered (For Example The Use Of Conditionals 'might', 'could', And Other Words Such As 'believe', 'think', 'suggests') (ELBH336)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6930d391-9f27-41a8-9715-9e4600a316df)

Identify the origin and purpose of primary and secondary sources (ACHHS209)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/caf3f945-7373-4632-a140-9e4600a316df)

Locate, compare, select and use information from a range of sources as evidence (ACHHS210)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b1447187-ead8-4511-bd22-9f7f00cceb77)

Draw conclusions about the usefulness of sources (ACHHS211)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ade6e901-adb2-4f9a-bdbd-9e4600a316df)

Identifying The Possible Meaning Of Images And Symbols In Primary Sources (ELBH337)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/35e1a5d4-1912-445d-bd7e-9e4600a316df)

Identifying The Perspective In A Historical Source, Such As The Saying Of Confucius That, 'Women And Underlings Are Especially Difficult To Handle' And Discussing The Values And Attitudes Of The Society That Produced It (ELBH338)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0c640cec-e1c4-4998-b392-9e4600a316df)

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fc944b04-fb5e-4f19-b3d4-9e4600a316df)

Outlining The Significance Of A Past Event, Providing Reasons For The Event And Referring To Relevant Evidence (ELBH339)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a033c300-a818-4b6c-b4ac-9e4600a316df)

Describing The Social Structure Of The Ancient Society, Using Evidence From Sources Such As Artwork And Written Accounts (ELBH340)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/59e32599-7883-4174-97ea-9e4600a316df)

Creating An Audio Visual Presentation, Using Ict, To Recreate And Show The Specific Features Of An Ancient Battle, Temple, Pyramid Complex Or Burial Site (ELBH341)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/442a9002-c95a-437f-8541-9e4600a316df)

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/714c4e50-6849-4955-a062-9f7f00ccebef)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5c8f689a-c095-4ff2-a866-9e4600a316df)

Chronology, terms and concepts
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5245c586-7ecc-459b-8298-9e4600a316e4)

Historical questions and research
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2ae4bea0-19a5-432f-9403-9e4600a316df)

Analysis and use of sources
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4fcc6fa8-d052-470e-8357-9e4600a316df)

Perspectives and interpretations
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9286594f-5baf-4e05-b5c8-9e4600a316df)

Explanation and communication
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a91bb3f8-70ef-4cae-a584-9e4600a316df)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1bd3ccc4-f79d-4e35-90c0-9f7f00cca895)

Historical Skills
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1fd5cce3-c2b8-4dc7-b7de-9e4600a31686)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/33649f47-b753-4418-9b36-9f7f00cca786)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2e99f461-cb42-46a6-aa24-9f7f00cc8fcb)

Language variation and change
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d5a8895b-45aa-4dfd-9a0c-9e4600a2a39b)

Learning That Different Languages Exist; Discussing The Various Languages Encountered In The Community And At
School; Acknowledging The Home Languages Of Students Who Speak Another Language, And Valuing The Ability To
Speak More Than One Language (ELBE542)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bcb7a0a5-33d5-44ef-9ea3-9e4600a2a40b)

Recognising That Some Texts Can Include Both Standard Australian English And Elements Of Other Languages Including
Aboriginal And Torres Strait Islander Languages (ELBE543)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ec5eccfd-5f59-45fd-a68b-9e4600a2a40b)

Understand that English is one of many languages spoken in Australia and that different languages may be spoken by
family, classmates and community (ACELA1426)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/47b21643-74e6-4a66-b265-9e4600a2a39b)

Sharing Experiences Of Different Texts And Discussing Some Differences (ELBE549)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4294cb2d-cb02-4e8c-9476-9e4600a2a39b)

Discussing The Purpose Of Texts, For Example 'This Text Will Tell A Story', 'This Text Will Give Information' (ELBE550)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ccbe4c7f-46a9-4fd7-abf2-9e4600a2a39b)

Repeating Parts Of Texts, For Example Characteristic Refrains, Predicting Cumulative Storylines, Reciting Poetic And
Rhyming Phrases (ELBE551)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9e9d9d08-40a6-42e1-844c-9e4600a2a39b)

Learning That Written Text In Standard Australian English Has Conventions About Words, Spaces Between Words, Layout
On The Page And Consistent Spelling Because It Has To Communicate When The Speaker/Writer Is Not Present
(ELBE552)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e184250d-5f2d-4205-8e01-9e4600a2a407)

Pointing To The Letters And The Punctuation In A Text (ELBE553)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/436dcb61-af16-44c8-af79-9e4600a2a407)

Commenting On Punctuation Encountered In The Everyday Texts, For Example 'That's The Letter That Starts My Name',
'The Name Of My Family And My Town Has A Capital Letter' (ELBE554)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a39a86b3-5e1e-4416-994e-9e4600a2a407)

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an
information book or a film) and that stories and informative texts have different purposes (ACELA1430)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cc6ed9af-d531-446b-8bd8-9e4600a2a39b)

Understand that some language in written texts is unlike everyday spoken language (ACELA1431)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ef6f4071-08c2-42dd-9faa-9e4600a2a39b)

Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for
names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ff0783c6-cfd3-4c21-acfa-9e4600a2a407)

Learning That Word Order In Sentences Is Important For Meaning (For Example 'the Boy Sat On The Dog', 'the Dog Sat On
The Boy') (ELBE559)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/db690a71-882e-44e5-86f3-9e4600a2a407)

Creating Students' Own Written Texts And Reading Aloud To The Teacher And Others (ELBE560)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9f1cefb0-47d0-4ac1-9165-9e4600a2a407)

Exploring Spoken, Written And Multimodal Texts And Identifying Elements, For Example Words And Images (ELBE561)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fa0faa47-a8ae-42f3-abe5-9e4600a2a407)

Talking About How A 'Different' Story Is Told If We Read Only The Words, Or Only The Pictures; And The Story That Words
And Pictures Make When Combined (ELBE563)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b1e2b323-00e0-4a83-9709-9e4600a2a407)

Exploring How The Combination Of Print And Images In Texts Creates Meaning (ELBE562)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/650e3c21-ca59-4dcc-9954-9e4600a2a407)

Recognising The Most Common Sound Made By Each Letter Of The Alphabet, Including Consonants And Short Vowel
Sounds (ELBE567)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cd909d79-3f08-4d6d-8113-9e4600a2a407)

Writing Consonant Vowel Consonant Words By Writing Letters To Represent The Sounds In The Spoken Words (ELBE568)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/550f04b2-26b0-4f67-97dd-9e4600a2a407)

Knowing That Spoken Words Are Written Down By Listening To The Sounds Heard In The Word And Then Writing Letters
To Represent Those Sounds (ELBE569)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/81700221-6322-4908-9ed4-9e4600a2a407)

Recognise that sentences are key units for expressing ideas (ACELA1435)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e35ca445-16f1-4e23-ae5c-9e4600a2a407)

Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b326b78e-ece3-4c20-aff8-9e4600a2a39b)

Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aa64bc25-b6c7-40d9-b16a-9e4600a2a407)

Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-
frequency sight words and known words (ACELA1758)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/030f73b3-8627-4504-8d02-9e4600a2a407)

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to
students' own experiences (ACELT1575)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/336c8e0b-42a5-4a4b-976e-9e4600a2a3a0)

Recognising That There Are Storytellers In All Cultures (ELBE578)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5416bd64-c02a-44b4-bd16-9e4600a2a3a0)

Viewing Stories By Aboriginal And Torres Strait Islander Storytellers From Online Sources (ELBE579)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f8aa3724-9cac-4b62-aac3-9e4600a2a3a0)

Comparing Experiences Depicted In Stories With Students' Own (ELBE580)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/830fc19c-a57c-4e6b-b188-9e4600a2a3a0)

Engaging With Texts That Reflect The Social And Cultural Groups To Which Students Belong (ELBE581)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f7bdd32c-ba2b-429e-9f9f-9e4600a2a3a0)

Literature and context
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c8ade61c-ff29-4e99-92f6-9e4600a2a3a0)

Share feelings and thoughts about the events and characters in texts (ACELT1783)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2c548d22-d8cb-4f73-ba36-9e4600a2a3a0)

Talking About Stories And Authors, Choosing Favourites, Discussing How Students Feel About What Happens In Stories (ELBE585)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/06561724-5602-4613-b5a6-9e4600a2a3a0)

Using Art Forms And Beginning Forms Of Writing To Express Personal Responses To Literature And Film Experiences (ELBE586)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6cc69034-cb19-4c1d-b05b-9e4600a2a3a0)

Talking About People, Events And Ideas In Texts, Enabling Students To Connect Them To Their Own Experiences And To Express Their Own Opinions About What Is Depicted (ELBE587)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2af061ad-4a42-47fa-9ebf-9e4600a2a3a0)

Identify some features of texts including events and characters and retell events from a text (ACELT1578)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9e40a36f-2148-465e-a0a0-9e4600a2a3a0)

Identifying Some Features Of Culture Related To Characters And Events In Literary Texts, For Example Dress, Food And Daily Routines (ELBE588)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d2d03cfc-7c99-4571-ba98-9e4600a2a407)

Listening, Responding To And Joining In With Rhymes, Poems, Chants And Songs (ELBE589)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/418b6ce4-7b6d-4fa5-9953-9e4600a2a407)

Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d6fff45e-e173-4cc3-b899-9e4600a2a3a0)

Using Music And Actions To Enhance Appreciation Of Rhymes, Poems, Chants And Songs (ELBE591)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fc2e3d3a-6c20-4eb8-8f92-9e4600a2a3a0)

Reciting Rhymes With Actions (ELBE592)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/82ee5671-21c5-480e-ac7b-9e4600a2a3a0)

Using Image Making And Beginning Writing To Represent Characters And Events In Written, Film And Web Based Texts (ELBE629)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7286b7e1-42d3-43fc-8ad6-9e4600a2a3b2)

Using Speaking, Writing And Drawing To Represent And Communicate Personal Responses To Ideas And Events Experienced Through Texts (ELBE630)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1ff0b2c6-e0c8-4315-89a5-9e4600a2a3b2)

Creating Short Spoken, Written And Multimodal Observations, Recounts And Descriptions, Extending Vocabulary And Including Some Content Specific Words In Spoken And Written Texts (ELBE631)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/37b3f86c-1925-4e5c-b324-9e4600a2a3b2)

Using Beginning Concepts About Print, Sound–Letter And Word Knowledge And Punctuation To Create Short Texts (ELBE632)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d770dc5d-92da-4c2e-a326-9e4600a2a3b2)

Using Simple Functions Of Keyboard And Mouse Including Typing Letters, Scrolling, Selecting Icons And Drop Down Menu (ELBE639)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b177158d-4356-4777-8530-9e4600a2a3b2)

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9b6df1a5-3c5c-4da7-a215-9e4600a2a3b2)

Construct texts using software including word processing programs (ACELY1654)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6f8a90cd-462e-4bee-9b2c-9e4600a2a3b2)

Texts in context
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a9ac5bb3-b2a2-4af3-b693-9e4600a2a3a4)

Recognising The Meaning Of Symbols In Everyday Contexts, For Example Exit Signs, Logos, Hearts And Flowers On Greeting Cards (ELBE596)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/304083ce-3282-4425-9dc6-9e4600a2a3a4)

Identify some familiar texts and the contexts in which they are used (ACELY1645)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5575dc6b-b556-4214-ac25-9e4600a2a3a4)

Talking About The Meanings In Texts Listened To, Viewed And Read (ELBE620)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/01c0aa1c-2212-4a62-9e03-9e4600a2a3fd)

Visualising Elements In A Text (For Example Drawing An Event Or Character From A Text Read Aloud) (ELBE621)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/41bc29cf-04ef-4a7c-887a-9e4600a2a3fd)

Providing A Simple, Correctly Sequenced Retelling Of Narrative Texts (ELBE622)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d3445e92-c888-418a-b884-9e4600a2a3fd)

Relating One Or Two Key Facts From Informative Texts (ELBE623)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8325774a-09c5-45d2-be27-9e4600a2a3fd)

Finding A Key Word In A Text To Answer A Literal Question (ELBE624)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7519f7d4-46b8-4e6b-92f8-9e4600a2a3fd)

Making Links Between Events In A Text And Students' Own Experiences (ELBE625)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/02e3d3ce-23d9-4db7-ac4e-9e4600a2a3fd)

Making An Inference About A Character's Feelings (ELBE626)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8202c67b-ba38-43e6-b6b1-9e4600a2a3fd)

Discussing And Sequencing Events In Stories (ELBE627)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7fe4b225-18c4-4353-a341-9e4600a2a3fd)

Drawing Events In Sequence, Recognising That For Some Aboriginal And Torres Strait Islander Stories The Sequence Of Events May Be Cyclical (ELBE628)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/baea500e-eb55-4139-bcef-9e4600a2a3fd)

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/39a141a6-647e-409e-b936-9e4600a2a3fd)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/77fa65b6-766a-4e44-a5aa-9f7f00cc909a)

Discussing And Comparing The Purposes Of Familiar Texts Drawn From Local Contexts And Interests (ELBE647)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5ebdb8f6-e783-45e7-b14f-9e4600a2a407)

Becoming Familiar With The Typical Stages Of Types Of Text Including Recount And Procedure (ELBE648)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f4f0c278-12ee-48a0-9b94-9e4600a2a407)

Using Different Types Of Texts, For Example Procedures (Including Recipes) And Discussing The Text Structure (ELBE649)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8cd17417-c210-4bb5-8523-9e4600a2a407)

Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/47713be1-62db-4943-ae73-9e4600a2a39b)

Talking About What Is 'Real' And What Is Imagined In Texts, For Example 'This Is The Section About Platypuses In The Book About Mammals' (ELBE660)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/03d92bf6-23b1-449e-852e-9e4600a2a3a0)

Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e563b36c-50f6-4ad9-8a75-9e4600a2a3a0)

Literature and context
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4a526585-6e7d-4d27-8749-9e4600a2a3a0)

Identifying Similarities Between Texts From Different Cultural Traditions, For Example Representations Of Dragons In Traditional European And Asian Texts (ELBE674)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c869948e-978f-4173-868a-9e4600a2a3a0)

Identifying How Spiritual Beings Are Represented In Aboriginal And Torres Strait Islander Stories (ELBE1305)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4065a462-f8ec-4057-9170-47f7701568d5)

Identifying Some Features Of Characters And How Particular Words And Images Convey Qualities Of Their Nature, For Example Some Characters Are Portrayed As Shy, Others Adventurous (ELBE675)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3249d593-284b-4a50-ad30-9e4600a2a3a0)

Discussing The Characters Of Fictional Animals And How They Relate To Those Of Humans (ELBE676)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/efd1614c-f099-4643-9abe-9e4600a2a3a0)

Discuss how authors create characters using language and images (ACELT1581)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2a34c2b5-8f17-4aef-87e1-9e4600a2a3a0)

Discussing Characters From Books And Films And Whether These Are Life Like Or Imaginary (For Example Talking Animals) (ELBE677)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d3d92325-49dd-4766-9c57-9e4600a2a407)

Comparing Characters And Events In Texts To Students' Own Experiences (ELBE678)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c2e4fae7-c19f-4e47-9898-9e4600a2a407)

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/69322f01-efd2-4800-b57f-9e4600a2a3a0)

Creating literature
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9910a7b9-f343-4490-aab7-9e4600a2a3a4)

Creating Visual Representations Of Literary Texts From Aboriginal, Torres Strait Islander Or Asian Cultures (ELBE690)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0324d487-15d8-4ec5-8e3a-9e4600a2a3a4)

Writing Character Descriptions Drawn From Illustrations In Stories (ELBE691)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cb750971-b6db-4726-85bb-9e4600a2a3a4)

Retelling Key Events In Stories Using Oral Language, Arts, Digital Technologies And Performance Media (ELBE692)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e8092a34-c1df-495d-bcad-9e4600a2a3a4)

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bcb98d7d-b829-4f2a-bb95-9e4600a2a3a4)

Identifying Examples And Features Of Different Kinds Of Spoken, Non Verbal, Written And Visual Communication From Aboriginal And Torres Strait Islander Communities And From Several Asian Cultures Within Australia, And Associating Those Features With Particular Communities (ELBE738)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3ad49d1a-a08f-4bb4-8924-9e4600a2a39b)

Recognising Some Phrases In The Languages Of The Class And Community, For Example Greetings And Expressions Of Politeness (ELBE739)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/31fb18a7-f973-4079-ad53-9e4600a2a39b)

Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/68effe3a-e510-4de1-afb1-9e4600a2a39b)

Exploring How Terms Of Address Are Used To Signal Different Kinds Of Relationships (ELBE740)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/01e0d169-ac29-46a2-8dd4-9e4600a2a39b)

Exploring The Differences Between Giving A Presentation And Talking To Friends (ELBE741)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bdb553c7-312d-4488-9a05-9e4600a2a39b)

Exploring Culturally Specific Greetings And Expressions Of Politeness (ELBE742)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/83a719ac-450a-48c4-ae37-9e4600a2a39b)

Exploring How Language Is Used To Express Feelings Including Learning Vocabulary To Express A Gradation Of Feeling, For Example 'Happy', 'Joyful', 'Pleased', 'Contented' (ELBE743)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b322d655-2496-4eb9-bfd9-9e4600a2a39b)

Exploring In Stories, Everyday And Media Texts Moral And Social Dilemmas; Such As Right And Wrong, Fairness/Unfairness, Inclusion And Exclusion; Learning To Use Language To Describe Actions And Consider Consequences (ELBE744)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4310b1b9-14db-4ecb-b04b-9e4600a2a39b)

Exploring How Language Is Used To Construct Characters And Settings In Narratives, Including Choice Of Nouns Such As 'Girl', 'Princess' Or 'Orphan', And Choice Of Adjectives Such As 'Gentle', 'Timid' Or 'Frightened' (ELBE745)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/35ca003c-bb50-4626-b4ea-9e4600a2a39b)

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8f69fe39-8e59-41c4-84a5-9e4600a2a39b)

Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7df83d57-d64a-434d-bb67-9e4600a2a39b)

Identifying The Topic And Type Of A Text Through Its Visual Presentation, For Example Cover Design, Packaging, Title/Subtitle And Images (ELBE746)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bf3607c6-4a03-4788-876c-9e4600a2a402)

Becoming Familiar With The Typical Stages Of Text Types, For Example Simple Narratives, Instructions And Expositions (ELBE747)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/106d18bc-8ee9-4c15-b7be-9e4600a2a402)

Exploring How Texts Develop Their Themes And Ideas, Building Information Through Connecting Similar And Contrasting Dissimilar Things (ELBE748)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8e68724f-2019-4e35-96f7-9e4600a2a402)

Mapping Examples Of Word Associations In Texts, For Example Words That Refer To The Main Character (ELBE749)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/49cd22ce-b428-48e4-a976-9e4600a2a402)

Talking About How A Comma Can Be Used To Separate Two Or More Elements In A List, For Example 'At The Museum They Saw A Tiger, A Dinosaur And Two Snakes' (ELBE003)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/90cf8981-b000-4e9e-8130-9fb900e56863)

Recognising How Chapters And Table Of Contents, Alphabetical Order Of Index And Glossary Operate To Guide Access To Information (ELBE751)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e6b72d27-3943-40e4-9a10-9e4600a2a402)

Learning About Features Of Screen Texts Including Menu Buttons, Drop Down Menus, Links And Live Connections (ELBE752)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/997dbd0c-0193-445e-9b65-9e4600a2a402)

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4dc4e57f-f861-4f19-b13f-9e4600a2a3a4)

Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3e1a5b0d-9765-4387-8068-9e4600a2a3a4)

Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d53098bb-0bfd-41e6-b007-9e4600a2a402)

Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b8b41d7b-8d59-48f7-9d1f-9e4600a2a402)

Learning How To Express Ideas Using Compound Sentences (ELBE753)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c6f10b67-6e67-4666-a3f9-9e4600a2a402)

Learning How To Join Simple Sentences With Conjunctions, For Example 'And', 'But' Or 'So', To Construct Compound Sentences (ELBE754)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1ad9a740-8d3e-4f6e-8b2d-9e4600a2a402)

Exploring Texts And Identifying Nouns That Refer To Characters, Elements Of The Setting, And Ideas (ELBE006)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/22cc7cd2-49da-4b63-bb45-9fb900e5698b)

Exploring Illustrations And Noun Groups/Phrases In Picture Books To Identify How The Participants Have Been Represented By An Illustrator (ELBE005)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bc3fb709-6db5-4898-a0b4-9fb900e5698b)

Exploring Names Of People And Places And How To Write Them Using Capital Letters (ELBE007)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6d9e6add-c5e0-4bcb-bc43-9fb900e5698b)

Building Extended Noun Groups/Phrases That Provide A Clear Description Of An Item (ELBE004)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7a1ed098-4ace-472f-878a-9fb900e5698b)

Comparing Two Versions Of The Same Story, For Example 'Jack And The Beanstalk', Identifying How A Character's Actions And Reactions Are Depicted Differently By Different Illustrators (ELBE759)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5eaad0c4-e99d-409d-8b00-9e4600a2a402)

Interpreting New Terminology Drawing On Prior Knowledge, Analogies And Connections With Known Words (ELBE760)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/048d2468-e936-4ac6-8250-9e4600a2a40b)

Drawing On Knowledge Of High Frequency Sight Words (ELBE761)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1971fbf6-4c55-41aa-be58-9e4600a2a402)

Drawing On Knowledge Of Sound–Letter Relationships (For Example Breaking Words Into Syllables And Phonemes) (ELBE762)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bd0a9483-ca7b-49ba-8204-9e4600a2a402)

Using Known Words In Writing And Spell Unknown Words Using Developing Visual, Graphophonic And Morphemic Knowledge (ELBE763)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/42e6731b-4b6a-4d7e-9bdb-9e4600a2a402)

Joining Discussion About How A Prefix Or Suffix Affects Meaning, For Example &Lsquo;Uncomfortable&Rsquo;, &Lsquo;Older&Rsquo;, And &Lsquo;Division&Rsquo; (ELBE764)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ea41122d-b6ea-45c0-b945-9e4600a2a402)

Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/24849a85-c7dd-4139-af16-9e4600a2a402)

Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/14c4547f-a34f-48ca-a0b5-9e4600a2a402)

Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/74549f7c-7cad-48d3-9587-9e4600a2a402)

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f6e280a-43d0-4cc5-8aa6-9e4600a2a39b)

Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/02a05119-3eaa-4bc6-be69-9e4600a2a402)

Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3f0c71a1-d5df-4d27-b04f-9e4600a2a402)

Recognising When Some Letters Are Silent, For Example &Lsquo;Knife&Rsquo;, &Lsquo;Listen&Rsquo;, &Lsquo;Castle&Rsquo;, And Providing The Sound For Less Common Sound&Ndash;Letter Matches, For Example &Lsquo;Tion&Rsquo; (ELBE765)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/886a2465-f1c2-4a1f-9adb-9e4600a2a402)

Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fdad431f-59eb-4ea8-b26e-9e4600a2a402)

Language variation and change
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2d1942c7-106a-4023-b599-9e4600a2a39b)

Language for interaction
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/19eac3fd-7a01-4f87-83c5-9e4600a2a39b)

Text structure and organisation
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/056d79a3-8c99-4854-9b65-9e4600a2a3a4)

Expressing and developing ideas
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5ccbb993-fefc-4947-be08-9e4600a2a39b)

Sound and letter knowledge
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/79ac7bdb-aa96-4454-b40b-9e4600a2a402)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/83230e68-32ee-45d8-a822-9f7f00cc95b3)

Language
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/be28db83-cfbb-4c04-9aa1-9e4600a2a39b)

Literature and context
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b7b34678-1302-4910-944b-9e4600a2a3a0)

Exploring Iconography Of Aboriginal And Torres Strait Islander Cultures (ELBE766)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1ed1361e-dede-4f64-87d6-9e4600a2a407)

Recognising Recurring Characters, Settings And Themes In Dreaming Stories Experienced Through Texts, Films And
Online Sources (ELBE767)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1174748f-490d-44a6-809a-9e4600a2a407)

Discussing Moral And Teaching Stories From Varied Cultures, Identifying And Comparing Their Central Messages
(ELBE768)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5a8a8f50-ece4-4542-a212-9e4600a2a407)

Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created
(ACELT1587)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1aedc198-cf32-4e58-8bb3-9e4600a2a3a0)

Discussing Each Others' Preferences For Stories Set In Familiar Or Unfamiliar Worlds, Or About People Whose Lives Are
Like Or Unlike Their Own (ELBE770)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c6e65702-aabe-4c09-8c98-9e4600a2a3a0)

Compare opinions about characters, events and settings in and between texts (ACELT1589)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c9973c85-6c35-4886-a732-9e4600a2a3a0)

Describing Features Of Text Settings Including Time, Colours Used To Portray Year, Season, And Place (Country Or City)
And How This Impacts On The Characters (ELBE774)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/00a56873-11c1-4e58-9295-9e4600a2a402)

Describing Plots Including Beginnings (Orientation), How The Problem (Complication) Is Introduced And Solved
(Resolution), And Considering How These Features Construct Meanings (ELBE775)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f9383d07-0791-4ca3-ac1b-9e4600a2a402)

Identifying Features Of Imaginary Or Fantasy Texts, For Example Magic Powers, Shifts In Time (ELBE776)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/29b8d172-4f80-46e5-b0e7-9e4600a2a402)

Investigating Aboriginal Stories, Found From Online Sources, That Explain Physical Features Of The Landscape And
Identify And Describe The Common Features Of Language Used (ELBE777)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/87f369f4-014e-48ff-ba27-9e4600a2a402)

Comparing Two Or More Versions Of The Same Story By Different Authors Or From Different Cultures, Describing
Similarities And Differences In Authors' Points Of View (ELBE778)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/638f5d61-56ab-431c-b2f3-9e4600a2a402)

Discuss the characters and settings of different texts and explore how language is used to present these features in
different ways (ACELT1591)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2e7913ff-faad-4c6f-831c-9e4600a2a3a4)

Creating literature
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/07a27c81-800c-40f9-a170-9e4600a2a3a4)

Creating Imaginative Reconstructions Of Stories And Poetry Using A Range Of Print And Digital Media (ELBE781)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/355c3dec-75ca-4292-b51d-9e4600a2a402)

Telling Known Stories From A Different Point Of View (ELBE782)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3835a3ff-684c-47f7-9eb1-9e4600a2a402)

Orally, In Writing Or Using Digital Media, Constructing A Sequel To A Known Story (ELBE783)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0159601d-9917-4251-ba39-9e4600a2a402)

Create events and characters using different media that develop key events and characters from literary texts
(ACELT1593)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c34f097b-80c5-4f79-9795-9e4600a2a3a4)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5ac0f3b8-cd37-41ee-afa2-9f7f00cc9624)

Becoming Familiar With Typical Structural Stages And Language Features Of Various Types Of Text, For Example
Narratives, Procedures, Reports, Reviews And Expositions (ELBE827)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/af7f2e8f-61d9-46b0-8f96-9e4600a2a3b7)

Understand how different types of texts vary in use of language choices, depending on their purpose and context (for
example, tense and types of sentences) (ACELA1478)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/11e9d489-ee41-4213-8ac9-9e4600a2a3b7)

Literature and context
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/75801098-f625-4350-b7c2-9e4600a2a3a4)

Reading Texts In Which Aboriginal And Torres Strait Islander Children/Young People Are The Central
Characters/Protagonists And Making Links To Students' Own Lives, Noting Similarities (ELBE008)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/093d0c0f-ebbc-446b-8e1b-9fb900e56ab8)

Exploring The Ways That The Same Story Can Be Told In Many Cultures, Identifying Variations In The Storyline And In
Music (For Example 'The Ramayana' Story Which Is Told To Children In India, Indonesia, Thailand, Cambodia, Burma, Laos,
Tibet And Malaysia) (ELBE009)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9ca194b9-2a44-48f6-9440-9fb900e56ab8)

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors'
reasons (ACELT1594)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/220f305f-1667-4043-93e7-9e4600a2a3a4)

Discussing Relevant Prior Knowledge And Past Experiences To Make Meaningful Connections To The People, Places,
Events, Issues And Ideas In The Text (ELBE844)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/53996e06-14b0-45fa-b59f-9e4600a2a3b7)

Exploring Texts That Highlight Issues And Problems In Making Moral Decisions And Discussing These With Others
(ELBE845)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8bfe3721-6d02-4126-b9d8-9e4600a2a3b7)

Drawing On Literature From Aboriginal, Torres Strait Islander Or Asian Cultures, To Explore Commonalities Of Experience
And Ideas As Well As Recognising Difference In Lifestyle And World View (ELBE846)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4c92a1b5-314e-42bb-ae58-9e4600a2a3b7)

Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f52ca5c6-e3a8-4eae-a9ea-9e4600a2a3b7)

Identifying And Discussing The Use Of Descriptive Adjectives ('In The Middle Of A Vast, Bare Plain') To Establish Setting
And Atmosphere ('The Castle Loomed Dark And Forbidding') And To Draw Readers Into Events That Follow (ELBE849)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/39ba941f-b9c6-40ea-bb83-9e4600a2a3b7)

Discussing The Language Used To Describe The Traits Of Characters In Stories, Their Actions And Motivations: 'Claire
Was So Lonely; She Desperately Wanted A Pet And She Was Afraid She Would Do Anything, Just Anything, To Have One

To Care For' (ELBE850)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/38876fe8-94ca-46dc-9252-9e4600a2a3b7)

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c11ef16b-60ac-461f-bcb5-9e4600a2a3b7)

Drawing On Literary Texts Read, Viewed And Listened To For Inspiration And Ideas, Appropriating Language To Create Mood And Characterisation (ELBE853)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/73523e86-574a-4562-9b0c-9e4600a2a3b7)

Innovating On Texts Read, Viewed And Listened To By Changing The Point Of View, Revising An Ending Or Creating A Sequel (ELBE854)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c56e54d2-5960-44db-acbb-9e4600a2a3b7)

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/952676e5-ea11-46f8-a71b-9e4600a2a3b7)

Interpreting, analysing, evaluating
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1401f021-c7a5-441d-bda1-9e4600a2a3b7)

Identifying The Author's Point Of View On A Topic And Key Words And Images That Seem Intended To Persuade Listeners, Viewers Or Readers To Agree With The View Presented (ELBE868)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/aebacd60-3ac6-4086-a276-9e4600a2a3b7)

Combining Different Types Of Knowledge (For Example Word Knowledge, Vocabulary, Grammar, Phonics) To Make Decisions About Unknown Words, Reading On, Reviewing And Summarising Meaning (ELBE869)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0c8b3138-166a-478f-a3c8-9e4600a2a3b7)

Analysing The Way Illustrations Help To Construct Meaning And Interpreting Different Types Of Illustrations And Graphics (ELBE870)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2bec2b0a-c33f-4508-9186-9e4600a2a3b7)

Reading Text Types From A Student's Culture To Enhance Confidence In Building Reading Strategies (ELBE871)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3dc49686-de79-4620-bd65-9e4600a2a3b7)

Reading Aloud With Fluency And Intonation (ELBE872)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c8a40c93-7699-433a-9557-9e4600a2a3b7)

Reading A Wider Range Of Texts, Including Chapter Books And Informative Texts, For Pleasure (ELBE873)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bb0b84c0-b038-4b97-b79a-9e4600a2a3b7)

Making Connections Between The Text And Students Own Experience And Other Texts (ELBE874)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ff6edc10-3b25-404d-afe3-9e4600a2a3b7)

Making Connections Between The Information In Print And Images (ELBE875)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f5926aa1-e934-4845-a23a-9e4600a2a3b7)

Making Predictions And Asking And Answering Questions About The Text Drawing On Knowledge Of The Topic, Subject Specific Vocabulary And Experience Of Texts On The Same Topic (ELBE876)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/34ff5bec-0429-4357-b574-9e4600a2a3b7)

Using Text Features And Search Tools To Locate Information In Written And Digital Texts Efficiently (ELBE877)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8bcb588f-da3d-4160-b23b-9e4600a2a3b7)

Determining Important Ideas, Events Or Details In Texts Commenting On Things Learned Or Questions Raised By Reading, Referring Explicitly To The Text For Verification (ELBE878)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3c39ec23-08ed-4e35-840e-9e4600a2a3b7)

Making Considered Inferences Taking Into Account Topic Knowledge Or A Character's Likely Actions And Feelings (ELBE879)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2549cfdc-c38d-4037-9f2a-9e4600a2a3b7)

Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/45b62598-a117-4ab9-a9ff-9e4600a2a3b7)

Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/949f72bd-b565-4e7b-a926-9e4600a2a3b7)

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/40334115-c22b-4b03-831d-9e4600a2a3b7)

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9a8be41e-8c12-43de-9682-9e4600a2a3b2)

Using Print And Digital Resources To Gather Information About A Topic (ELBE880)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/17024081-30e1-4fd7-ad26-9e4600a2a3bc)

Selecting Appropriate Text Structure For A Writing Purpose And Sequencing Content For Clarity And Audience Impact (ELBE881)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c5587c77-f02d-419d-915c-9e4600a2a3bc)

Using Appropriate Simple, Compound And Complex Sentences To Express And Combine Ideas (ELBE882)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1bcb5469-4fc0-4cc4-8985-9e4600a2a3bc)

Using Vocabulary, Including Technical Vocabulary, Relevant To The Text Type And Purpose, And Appropriate Sentence Structures To Express And Combine Ideas (ELBE883)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/29fd123c-f771-4f57-9155-9e4600a2a3bc)

Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a458192d-431d-45fa-8f3c-9e4600a2a3bc)

Using Features Of Relevant Technologies To Plan, Sequence, Compose And Edit Multimodal Texts (ELBE886)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4b901a72-0c73-4375-b208-9e4600a2a3bc)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3111662f-5b76-4c2e-a2d2-9f7f00cc968f)

Becoming Familiar With The Typical Stages And Language Features Of Such Text Types As: Simple Narrative, Procedure, Simple Persuasion Texts And Information Reports (ELBE894)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1e6a819d-25ae-49ef-b192-9e4600a2a3c0)

Knowing How Authors Construct Texts That Are Cohesive And Coherent Through The Use Of: Pronouns That Link To Something Previously Mentioned; Determiners (For Example &Lsquo;This&Rsquo;, &Lsquo;That&Rsquo;, &Lsquo;These&Rsquo;, &Lsquo;Those&Rsquo;, &Lsquo;The&Rsquo;;); Text Connectives That Create Links Between Sentences (For Example &Lsquo;However&Rsquo;, &Lsquo;Therefore&Rsquo;, &Lsquo;Nevertheless&Rsquo;, &Lsquo;In Addition&Rsquo;, &Lsquo;By Contrast&Rsquo;, &Lsquo;In Summary&Rsquo;) (ELBE011)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e2c1bcdf-a7d9-4c86-bc5b-9fb900e56cc9)

Identifying How Participants Are Tracked Through A Text By, For Example, Using Pronouns To Refer Back To Noun Groups/Phrases (ELBE010)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f59bcb8-0357-4747-9714-9fb900e56cc9)

Describing How Text Connectives Link Sections Of A Text Providing Sequences Through Time, For Example &Lsquo;Firstly&Rsquo;, &Lsquo;Then&Rsquo;, &Lsquo;Next&Rsquo;, And &Lsquo;Finally&Rsquo; (ELBE012)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5f19c2b0-c02e-4171-a717-9fb900e56cca)

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b8755b95-f517-4c99-8877-9e4600a2a3bc)

Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f9c7c011-778d-43c9-ab0a-9e4600a2a3bc)

Creating Richer, More Specific Descriptions Through The Use Of Noun Groups/Phrases (For Example, In Narrative Texts, 'Their Very Old Siamese Cat'; In Reports, 'Its Extremely High Mountain Ranges') (ELBE017)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f304d52a-e8ab-47d1-be2f-9fb900e56e28)

Building Etymological Knowledge About Word Origins (For Example 'thermometer') And Building Vocabulary From Research About Technical And Subject Specific Topics (ELBE905)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dc57715b-03f6-496a-9553-9e4600a2a3bc)

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/75e9ee5f-4f7e-4ff0-9734-9e4600a2a3bc)

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a6d54cfb-d2a7-49b2-9ad4-9e4600a2a3bc)

Literature and context
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9974494a-d667-4174-a03a-9e4600a2a3bc)

Commenting On How Authors Have Established Setting And Period In Different Cultures And Times And The Relevance Of Characters, Actions And Beliefs To Their Own Time (ELBE910)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a9720846-d0dd-4e00-a7f5-9e4600a2a3c0)

Comparing Different Authors' Treatment Of Similar Themes And Text Patterns, For Example Comparing Fables And Allegories From Different Cultures And Quest Novels By Different Authors (ELBE911)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e6159d9b-681f-41e1-b622-9e4600a2a3c0)

Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1a7f0088-0ec5-4841-81fc-9e4600a2a3bc)

Sharing And Discussing Students' Own And Others' Understanding Of The Effects Of Particular Literary Techniques On Their Appreciation Of Texts (ELBE912)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/15ff40b1-8046-456c-890e-9e4600a2a3c0)

Drawing Comparisons Between Multiple Texts And Students' Own Experiences. Commenting Orally, In Written Form And In Digital Reviews On Aspects Such As: 'do I Recognise This In My Own World?'; 'how Is This Text Similar To Or Different From Other Texts I've Read?'; 'how Common Is It To Human Experience In The Real World?'; 'what New Ideas Does It Bring?'; 'how Do They Fit With What I Believe?' (ELBE913)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8b9d08fa-7aaf-4c43-8134-9e4600a2a3c0)

Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/97b11a96-8683-4dc7-bb11-9e4600a2a3c0)

Examining The Author's Description Of A Character's Appearance, Behaviour And Speech And Noting How The Character's Development Is Evident Through His Or Her Dialogue And Changing Relationships And The Reactions Of Other Characters To Him Or Her (ELBE1300)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/505df6ef-972d-4b79-b45e-9e4600a2a3c0)

Identifying Pivotal Points In The Plot Where Characters Are Faced With Choices And Commenting On How The Author Makes Us Care About Their Decisions And Consequences (ELBE916)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bcfd7a89-36c1-48f2-ae8a-9e4600a2a3c0)

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5eea5bf1-ae34-434f-947c-9e4600a2a3c0)

Collaboratively Plan, Compose, Sequence And Prepare A Literary Text Along A Familiar Storyline, Using Film, Sound And Images To Convey Setting, Characters And Points Of Drama In The Plot (ELBE920)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/842c9d39-38b3-4ce5-a91f-9e4600a2a3bc)

Create literary texts by developing storylines, characters and settings (ACELT1794)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d34732ef-bd55-41bf-b274-9e4600a2a3bc)

Create literary texts that explore students' own experiences and imagining (ACELT1607)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/33b79865-c55c-4d8a-a184-9e4600a2a3bc)

Drawing Upon Literary Texts Students Have Encountered And Experimenting With Changing Particular Aspects, For Example The Time Or Place Of The Setting, Adding Characters Or Changing Their Personalities, Or Offering An Alternative Point Of View On Key Ideas (ELBE919)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f67ff3bc-a738-4ac6-bcea-9e4600a2a3bc)

Creating literature
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/80f133f0-c634-42e5-a5de-9e4600a2a3bc)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fbe036e5-c709-487e-b66e-9f7f00cc96fd)

Language variation and change
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5006be41-6be7-456e-874d-9e4600a2a3c5)

Recognising That A Knowledge Of Word Origins Is Not Only Interesting In Its Own Right, But That It Extends Students' Knowledge Of Vocabulary And Spelling (ELBE948)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f2b22b06-94d2-456b-8e10-9e4600a2a3ca)

Exploring Examples Of Words In Which Pronunciation, Writing And Meaning Has Changed Over Time, Including Words From A Range Of Cultures (ELBE949)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fb48b9dd-3565-4b0a-9747-9e4600a2a3ca)

Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5247eb8c-a9ee-4648-82cc-9e4600a2a3c5)

Becoming Familiar With The Typical Stages And Language Features Of Such Text Types As: Narrative, Procedure, Exposition, Explanation, Discussion And Informative Text And How They Can Be Composed And Presented In Written, Digital And Multimedia Forms (ELBE953)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fda9075c-102b-4cd1-bf66-9e4600a2a3c5)

Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c1b6da4c-6b29-41a9-8445-9e4600a2a3c5)

Literature and context
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7369b8b0-6e35-4a08-a3af-9e4600a2a3c5)

Describing How Aspects Of Literature, For Example Visuals, Symbolic Elements, Dialogue And Character Descriptions, Can Convey Information About Cultural Elements, Such As Beliefs, Traditions And Customs (ELBE966)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d0ca3037-c918-4a86-b96a-9e4600a2a3ca)

Identifying Variability Within Cultural Contexts In Literary Texts, Recognising The Diversity Of People's Experiences Within A Cultural Group Such As Differences In Setting And Lifestyle Between Urban And Remote Aboriginal And Torres Strait Islander Peoples (ELBE967)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9bfddf14-d6be-4d9f-a607-9e4600a2a3ca)

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8ff1f043-18bf-46aa-a837-9e4600a2a3c5)

Using Texts With Computer Based Graphics, Animation And 2 D Qualities, Consider How And Why Particular Traits For A Character Have Been Chosen (ELBE973)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a848023c-b048-4027-8b98-9e4600a2a3c5)

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9c854b3d-f063-4f94-9303-9e4600a2a3c5)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a761713e-cfbb-495f-8727-9f7f00cc9769)

Literature and context
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cb3fe46d-7e13-4437-9ba1-9e4600a2a3ca)

Recognising The Influence Our Different Historical, Social And Cultural Experiences May Have On The Meaning We Make From The Text And The Attitudes We May Develop Towards Characters, Actions And Events (ELBE1025)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0bc4d26d-1285-4f22-bea3-9e4600a2a3ca)

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dac39233-48b2-4714-8495-9e4600a2a3ca)

Exploring Texts On A Similar Topic By Authors With Very Different Styles, For Example Comparing Fantasy Quest Novels Or Realistic Novels On A Specific Theme, Identifying Differences In The Use Of Narrator, Narrative Structure And Voice And Language Style And Register (ELBE1027)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/35d22091-1774-43f4-b346-9e4600a2a3cf)

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/207b8725-96ef-4a27-9c14-9e4600a2a3ca)

Creating literature
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2cf89da9-37e9-4507-88ee-9e4600a2a3ca)

Creating Narratives In Written, Spoken Or Multimodal/Digital Format For More Than One Specified Audience, Requiring Adaptation Of Narrative Elements And Language Features (ELBE1032)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/45476eaa-9ad1-48d0-962e-9e4600a2a3ca)

Planning And Creating Texts That Entertain, Inform, Inspire And/Or Emotionally Engage Familiar And Less Familiar Audiences (ELBE1033)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/35fdfbee-30ff-49f7-bfd4-9e4600a2a3ca)

Selecting And Using Sensory Language To Convey A Vivid Picture Of Places, Feelings And Events In A Semi Structured Verse Form (ELBE1034)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6840e53a-b516-491a-bcd7-9e4600a2a3ca)

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3ee9b6fa-7985-469a-b7d6-9e4600a2a3ca)

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/81c6252c-2d2f-408b-9be6-9e4600a2a3ca)

Achievement Standard
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ab4bcb39-50a3-458b-b8fb-9f7f00cc97dc)

Literature and context
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ea59eb0d-05b8-4893-89bb-9e4600a2a3d3)

Building Knowledge, Understanding And Skills In Relation To The History, Culture, And Literary Heritage Of Aboriginal And Torres Strait Islander Peoples (ELBE039)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f2959491-d4fd-4f7e-bb7a-9fb900e57374)

Identifying And Explaining Differences Between Points Of View In Texts, For Example Contrasting The City And The Bush Or Different Perspectives Based On Culture, Gender Or Age (ELBE038)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/afb52db2-ac96-4009-849e-9fb900e57374)

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a9e2792d-6f82-4e34-96da-9e4600a2a3d3)

Exploring Concepts About The Criteria For Heroism And Testing These Criteria In A Range Of Texts, Including More Complex Ones Where The Hero May Be Flawed (ELBE1082)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4a1f93c4-9d30-4235-9859-9e4600a2a3d3)

Establishing Forums For Discussing The Relative Merits Of Fiction And Film Texts (ELBE1083)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a45e0bda-0812-4886-9e14-9e4600a2a3d3)

Comparing Personal Viewpoints On Texts And Justifying Responses In Actual And Virtual Discussions (ELBE1084)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8145ecd5-c4cd-44e1-bd21-9e4600a2a3d3)

Identifying Stereotypes, Prejudice And Oversimplifications In Texts (ELBE1085)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/eedfa296-f07e-46b8-ba4a-9e4600a2a3d8)

Exploring Ethical Issues In Literary Texts Drawing On A Range Of Examples From The Texts To Illustrate And Substantiate The Views Expressed (ELBE1086)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d0a60166-c952-425a-a958-9e4600a2a3d8)

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e1518580-b864-43ee-be70-9e4600a2a3d3)

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/88e4eac8-ab86-4b71-8f50-9e4600a2a3d3)

Analysing And Explaining The Structure And Features Of Short Stories Discussing The Purposes And Appeal Of Different Authorial Choices For Structure And Language (ELBE1087)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0925a7e7-0465-47d6-8a15-9e4600a2a3d8)

Exploring Traditional Stories From Asia And Discussing Their Engaging Features, For Example Use Of The Oral Mode, Visual Elements, Verse, Use Of Puppets To Convey The Narrative (ELBE1088)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9ef723f8-f070-4466-89fc-9e4600a2a3d8)

Analysing Writers' Depictions Of Challenges In Texts, For Example Those Faced By Aboriginal And Torres Strait Islander People (ELBE1089)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f15a79af-97b8-4fa4-9a89-9e4600a2a3d8)

Discussing A Text's Intended Audience, Whether The Text Is Typical Of Its Type And Whether It Has Fulfilled Its Purpose (ELBE1090)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c696c8b2-25e4-41d7-810a-9e4600a2a3d8)

Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/68a4c7a4-c78a-418e-a220-9e4600a2a3d8)

Using Aspects Of Texts In Imaginative Recreations Such As Re Situating A Character From A Text In A New Situation (ELBE1092)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/02dc3a50-ea4e-47e9-b5c9-9e4600a2a3d3)

Imagining A Character's Life Events (For Example Misadventures Organised Retrospectively To Be Presented As A Series Of Flashbacks In Scripted Monologue Supported By Single Images), Making A Sequel Or Prequel Or Rewriting An Ending (ELBE1093)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b485af6e-ee04-4a2e-82d6-9e4600a2a3d3)

Creating Chapters For An Autobiography, Short Story Or Diary (ELBE1094)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3ea3c312-f8a2-4c6b-9ba1-9e4600a2a3d3)

Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/51b81d1f-9766-43a3-8a7c-9e4600a2a3d3)