**Syllabus Outcomes within the Pillars - Stage 5**

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|  | **FUNCTIONAL LITERACY** | |
| **ENGLISH** | EN5-1A | Responds to and composes increasingly sophisticated and sustain texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EN5-2A | Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies |
| EN5-3B | Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning |
| EN5-4B | Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts |
| EN5-5C | Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts. |
| EN5-6C | Investigates the relationships between and among texts |
| EN5-7D | Understands and evaluates the diverse ways texts can represent personal and public worlds |
| EN5-8D | Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning |
| EN5-9E | Purposely reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness |
| **MATHEMATICS** | MA5.1-1WM | Uses appropriate terminology, diagrams and symbols in mathematical contexts |
| MA5.1-3WM | Provides reasoning to support conclusions that are appropriate to the context |
| MA5.1-11MG | Describes and applies the properties of similar figures and scale drawings |
| **SCIENCE** | SC5-4WS | Develops questions or hypotheses to be investigated scientifically |
| SC5-5WS | Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively |
| SC5-7WS | Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions |
| SC5-9WS | Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations |
| **GEOG** | GE5-1 | Explains the diverse features and characteristics of a range of places and environments |
| GE5-2 | Explains processes and influences that form and transform places and environments |
| GE5-8 | Communicates geographical information to a range of audiences using a variety of strategies |
| **HISTORY** | HT5-5 | Identifies and evaluates the usefulness of sources in the historical inquiry process |
| HT5-6 | Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia |
| HT5-7 | Explains different contexts, perspectives and interpretations of the modern world and Australia |
| HT5-9 | Applies a range of relevant historical terms and concepts when communicating an understanding of the past |
| HT5-10 | Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences |



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|  | **PRACTICAL NUMERACY** | |
| **ENGLISH** | EN5-4B | Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts |
| EN5-9E | Purposely reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness |
| **MATHEMATICS** | MA5.1-1WM | Uses appropriate terminology, diagrams and symbols in mathematical contexts |
| MA5.1-2WM | Selects and uses appropriate strategies to solve problems |
| MA5.1-3WM | Provides reasoning to support conclusions that are appropriate to the context |
| MA5.1-4NA | Solves financial problems involving spending and investing money |
| MA5.1-5NA | Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases |
| MA5.1-6NA | Determines the midpoint, gradient and length of an interval, and graphs linear relationships |
| MA5.1-7NA | Graphs simple non-linear relationships |
| MA5.1-8MG | Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms |
| MA5.1-9MG | Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures |
| MA5.1-10MG | Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression |
| MA5.1-11MG | Describes and applies the properties of similar figures and scale drawings |
| MA5.1-12SP | Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media |
| MA5.1-13SP | Calculates relative frequencies to estimate probabilities of simple and compound events |
| **SCIENCE** | SC5-6WS | Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively |
| SC5-7WS | Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions |
| SC5-10PW | Applies models, theories and laws to explain situations involving energy, force and motion |
| **GE** | GE5-7 | Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry |
| **HIS** | HT5-2 | Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia |

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|  | **ACTIONS AND CHOICES** | |
| **ENGLISH** | EN5-5C | Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts. |
| EN5-7D | Understands and evaluates the diverse ways texts can represent personal and public worlds |
| EN5-8D | Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning |
| EN5-9E | Purposely reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness |
| **MATH** | MA5.1-2WM | Selects and uses appropriate strategies to solve problems |
| MA5.1-3WM | Provides reasoning to support conclusions that are appropriate to the context |
| MA5.1-4NA | Solves financial problems involving spending and investing money |
| MA5.1-13SP | Calculates relative frequencies to estimate probabilities of simple and compound events |
| **SCIENCE** | SC5-1VA | Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them |
| SC5-2VA | Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures |
| SC5-3VA | Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations |
| SC5-4WS | Develops questions or hypotheses to be investigated scientifically |
| SC5-5WS | Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively |
| SC5-6WS | Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively |
| SC5-7WS | Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions |
| **GEOG** | GE5-2 | Explains processes and influences that form and transform places and environments |
| GE5-3 | Analyses the effect of interactions and connections between people, places and environments |
| GE5-4 | Accounts for perspectives of people and organisations on a range of geographical issues |
| GE5-5 | Assesses management strategies for places and environments for their sustainability |
| SC5-8WS | Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems |
| **HISTORY** | HT5-3 | Explains and analyses the motives and actions of past individuals and groups in historical contexts that shaped the modern world and Australia |
| HT5-4 | Explains and analyses the causes and effects of events and development in the modern world and Australia |
| HT5-10 | Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences |

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|  | **INDEPENDENT LIVING SKILLS** | |
| **ENGLISH** | EN5-1A | Responds to and composes increasingly sophisticated and sustain texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EN5-2A | Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies |
| EN5-3B | Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning |
| EN5-4B | Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts |
| EN5-9E | Purposely reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness |
| **MATHEMATICS** | MA5.1-2WM | Selects and uses appropriate strategies to solve problems |
| MA5.1-4NA | Solves financial problems involving spending and investing money |
| MA5.1-6NA | Determines the midpoint, gradient and length of an interval, and graphs linear relationships |
| MA5.1-8MG | Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms |
| MA5.1-9MG | Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures |
| MA5.1-11MG | Describes and applies the properties of similar figures and scale drawings |
| MA5.1-13SP | Calculates relative frequencies to estimate probabilities of simple and compound events |
| **SCIENCE** | SC4-2VA | Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures |
| SC5-4WS | Develops questions or hypotheses to be investigated scientifically |
| SC5-5WS | Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively |
| SC5-6WS | Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively |
| SC5-8WS | Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems |
| SC5-17CW | Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials |
| **GEOG** | GE5-1 | Explains the diverse features and characteristics of a range of places and environments |
| GE5-3 | Analyses the effect of interactions and connections between people, places and environments |
| GE5-6 | Assesses management strategies for places and environments for their sustainability |
| **HIST** | HT5-5 | Identifies and evaluates the usefulness of sources in the historical inquiry process |

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|  | **HEALTH AND WELLBEING** | |
| **ENGLISH** | EN5-1A | Responds to and composes increasingly sophisticated and sustain texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EN5-7D | Understands and evaluates the diverse ways texts can represent personal and public worlds |
| EN5-9E | Purposely reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness |
| **MATHS** | MA5.1-2WM | Selects and uses appropriate strategies to solve problems |
| MA5.1-3WM | Provides reasoning to support conclusions that are appropriate to the context |
| **SCIENCE** | SC5-1VA | Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them |
| SC5-5WS | Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively |
| SC5-8WS | Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems |
| **GEOG** | GE5-3 | Analyses the effect of interactions and connections between people, places and environments |
| GE5-6 | Analyses differences in human wellbeing and ways to improve human wellbeing |
| **HIS** | HT5-7 | Explains different contexts, perspectives and interpretations of the modern world and Australia |



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|  | **21st CENTURY LEARNER** | | |
| **ENGLISH** | EN5-2A | | Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies |
| EN5-4B | | Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts |
| EN5-9E | | Purposely reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness |
| **MATHS** | MA5.1-12SP | | Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media |
| **SCIENCE** | SC5-3VA | | Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations |
| SC5-11PW | | Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems |
| SC5-16CW | | Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available |
| **GEOG** | GE5-7 | | Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry |
| GE5-8 | | Communicates geographical information to a range of audiences using a range of strategies |
| **HISTORY** | HT5-8 | | Selects and analyses a range of historical sources to locate information relevant to an historical inquiry |
| HT5-10 | | Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences |
|  | **GLOBAL CITIZEN** | | |
| **ENGLISH** | EN5-4B | Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts | |
| EN5-7D | Understands and evaluates the diverse ways texts can represent personal and public worlds | |
| EN5-8D | Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning | |
| EN5-9E | Purposely reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness | |
| **MATHS** | MA5.1-12SP | Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media | |
| **SCIENCE** | SC5-1VA | Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them | |
| SC5-2VA | Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures | |
| SC5-3VA | Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations | |
| SC5-11PW | Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems | |
| SC5-12ES | Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community | |
| SC5-13 | Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues | |
| SC5-14LW | Analyses interactions between components and processes within biological systems | |
| SC5-15LW | Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society | |
| SC5-16CW | Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available | |
| SC5-17CW | Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials | |
| **GEOGRAPHY** | GE5-1 | Explains the diverse features and characteristics of a range of places and environments | |
| GE5-2 | Explains processes and influences that form and transform places and environments | |
| GE5-3 | Analyses the effect of interactions and connections between people, places and environments | |
| GE5-4 | Accounts for perspectives of people and organisations on a range of geographical issues | |
| GE5-5 | Assesses management strategies for places and environments for their sustainability | |
| GE5-6 | Analyses differences in human wellbeing and ways to improve human wellbeing | |
| **HISTORY** | HT5-1 | Explains and assesses the historical forces and factors that shaped the modern world and Australia | |
| HT5-2 | Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia | |
| HT5-3 | Explains and analyses the motives and actions of past individuals and groups in historical contexts that shaped the modern world and Australia | |
| HT5-4 | Explains and analyses the causes and effects of events and development in the modern world and Australia | |
| HT5-6 | Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia | |
| HT5-7 | Explains different contexts, perspectives and interpretations of the modern world and Australia | |