

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>7.3.1</b> Episode 126: Confronting the truth	<b>Narrative</b>	<b>Television script</b>	<b>Adoption</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Narratives</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing the ideas presented in a television drama/ soap episode</li> <li>Understanding the social and cultural contexts represented in texts</li> <li>Recognising combinations of plot elements in an episodic narrative</li> <li>Analysing how language is used for dramatic effect in narrative texts</li> <li>Evaluating the quality of texts, including the language used in characterisation and to build narrative tension</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721 ACELY1722 ACELY1723
		Literature	Literature and context	ACELT1619
			Responding to literature	ACELT1621
	Examining literature	ACELT1622		
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To engage viewers/readers in a mini-narrative episode from a television soap opera, involving regular characters in an unexpected and confronting situation</li> <li>In the form of a script of a television episode</li> <li>For an audience of regular viewers</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Text begins with a brief opening scene in which the main characters and their relationship are introduced (Orientation stage)</li> <li>Rising sense of narrative tension as one character reveals that she needs assistance with a medical problem (Complication stage)</li> <li>Episode concludes with an unexpected revelation that presents a new problem (second Complication stage; cliffhanger ending)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Specific nouns, pronouns and adjectives that refer to and describe characters, relationships and events</li> <li>Mainly action and saying verbs, in present tense form</li> <li>Dialogue set out in lines for each character</li> <li>Set/stage directions to provide context and instructions for actors and camera operators</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721
		Literature	Responding to literature	ACELT1621
			Examining literature	ACELT1622
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Technical language (medical)</li> </ul>	Language	Expressing and developing ideas	ACELA1537
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using apostrophes to indicate contraction</li> </ul>	Language	Text structure and organisation	ACELA1480
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Modal verbs and modal adverbs</li> <li>Complex sentences</li> </ul>	Language	Expressing and developing ideas	ACELA1536 ACELA1522 ACELA1507

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Text	Type	Form	Topic	
<b>7.3.2</b> The colour of our town	<b>Poetry</b>	<b>Verse novel</b>	<b>Loss of family member/love</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Poetry</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing the ideas presented in verse novel form</li> <li>Understanding the social and cultural contexts represented in imaginative texts</li> <li>Analysing how language is used to create layers of meaning in narrative and poetic texts</li> <li>Evaluating the quality of texts, including different ways of combining characters, settings and plot elements</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721 ACELY1722 ACELY1723
		Literature	Responding to literature	ACELT1803 ACELT1621
			Examining literature	ACELT1622 ACELT1623
			Literature and context	ACELT1619
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To express feelings and reflections on people and experiences drawn from real life and to explore the broad theme of equality</li> <li>In the form of a verse novel</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Text arranged in six stanzas</li> <li>Lines and sentences of different length, with prose-like rhythm and no rhyme structure</li> <li>Use of narrative structure (beginning – middle – end), with each stanza presenting a different element (e.g. setting, characters, problem, coda)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Everyday and evocative language, including nouns, verbs and adjectives</li> <li>Figurative language, including personification, metaphors, similes and onomatopoeia</li> <li>Strong sense of movement through the 'story'</li> <li>No regular rhyme patterns, but recurring patterns of sound and imagery</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721
		Literature	Examining literature	ACELT1623
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Evocative language (evoking feelings and images in literary texts)</li> </ul>	Language	Expressing and developing ideas	ACELA1537 ACELA1525
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using apostrophes to indicate contraction</li> <li>Using apostrophes to indicate possession (singular and plural nouns)</li> </ul>	Language	Text structure and organisation	ACELA1480 ACELA1506
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Quantity, factual and comparing adjectives</li> <li>Regular and unusual sentence patterns</li> </ul>	Language	Expressing and developing ideas	ACELA1508
			Text structure and organisation	ACELA1763
		Literature	Examining literature	ACELT1623

**Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures**

Text	Type	Form	Topic	
<b>7.3.3</b> How to create your own mehndi	<b>Procedure</b>	<b>Set of instructions (web page)</b>	<b>Traditional and contemporary Asian cultural practices</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Procedures</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in an instructional text</li> <li>Evaluating the quality of texts, including the way language and layout can be selected to influence readers/viewers</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b> <b>ACELY1722</b> <b>ACELY1723</b>
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To provide instructions on how to conduct a traditional mehndi ceremony</li> <li>In the form of web page which includes lists of materials and equipment, images, diagrams and links to other pages</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to the purpose and focus of the page, including some background information about mehndi (Statement of Goal stage)</li> <li>Lists of materials and equipment needed</li> <li>Step-by-step directions (in a dot-point series) for preparing and applying mehndi (Steps stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Action verbs in present tense form</li> <li>Sentences in command form/imperative mood</li> <li>Precise language, including nouns, verbs and adjectives, to express instructions clearly and concisely</li> <li>Adverbs and adverbial phrases providing precise details about where, when and how to carry out steps</li> <li>Temporal text connectives to link steps in sequence</li> <li>Headings, subheadings, numbers and dot points to organise information</li> </ul>	Literacy  Language	Interpreting, analysing, evaluating  Text structure and organisation	<b>ACELY1721</b>  <b>ACELA1531</b>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Drop the final 'e' rule (verbs)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1539</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Punctuating a dot-point series</li> </ul>	Language	Text structure and organisation	<b>ACELA1763</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Text connectives (temporal)</li> <li>Noun groups with adjectival clauses</li> </ul>	Language	Expressing and developing ideas  Text structure and organisation	<b>ACELA1508</b> <b>ACELA1534</b> <b>ACELA1491</b>

**Cross-curriculum priority: Asia and Australia's engagement with Asia**

# Australian Curriculum mapping: unit details

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Text	Type	Form	Topic	
<b>7.3.4</b> Who brings a bike to a ski run?	<b>Recount</b>	<b>Diary entry</b>	<b>Unusual sports</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Recounts</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas presented in a diary entry/personal anecdote</li> <li>Evaluating the quality of texts, including the deliberate use of language to engage the reader</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b> <b>ACELY1722</b> <b>ACELY1723</b>
		Literature	Literature and context	<b>ACELT1619</b>
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To reconstruct a sequence of events involved in an unusual sport</li> <li>In the form of a personal diary entry</li> <li>For the writer and/or a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to the overall event or situation to be reconstructed, including identification of participants and setting (Orientation stage)</li> <li>Retelling of the series of events involved, in chronological order (Series of Events stage)</li> <li>Accompanied by some personal comments on the situation and sequence of events (Personal Comment stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Nouns, pronouns and adjectives that refer to people, places and events involved in the overall situation</li> <li>Mainly action verbs but also relating and saying verbs, in past tense forms</li> <li>Adverbs and adverbial phrases that add details about where, when and how things happened</li> <li>Temporal text connectives to link events in chronological order</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b>
		Language	Text structure and organisation	<b>ACELA1531</b>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Spelling compound words</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1539</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using exclamation marks</li> </ul>	Language	Text structure and organisation	<b>ACELA1449</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Adverbial phrases</li> <li>Compound sentences</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1467</b>
			<b>ACELA1523</b>	

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Text	Type	Form	Topic	
<b>7.3.5</b> <b>Caution:</b> <b>Papou's here!</b>	<b>Description</b>	<b>Character profile</b>	<b>Family values and behaviours</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Descriptions</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas presented in a character profile</li> <li>Evaluating the quality of texts, including the deliberate use of language to evoke strong visual images and to engage readers</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b> <b>ACELY1722</b> <b>ACELY1723</b>
		Literature	Literature and context	<b>ACELT1619</b>
			Examining literature	<b>ACELT1622</b>
	Responding to literature	<b>ACELT1621</b>		
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To describe the characteristic features of the narrator's grandfather</li> <li>In the form of a personal profile</li> <li>For an audience that likes to gain information in an entertaining way</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Identification of Papou, the narrator's grandfather, as the subject of the text, using a short anecdote about his behaviour (Introduction to the Subject stage)</li> <li>More detailed descriptions of Papou's personality and behaviours, mainly from the narrator's perspective and using both observations and dialogue (Characteristic features of the Subject stage)</li> <li>Summary/reflection on Papou's character (optional Conclusion stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Specific nouns related to the subject and their characteristics, including proper nouns</li> <li>Adjectives, adjectival phrases and adjectival clauses to build up detailed descriptions of the subject</li> <li>A wide range of verb types, including relating, action, sensing and saying verbs</li> <li>Adverbs, adverbial phrases and adverbial clauses to provide details about where, when, how, why and to what extent things happen to or are done by the subject</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b>
		Language	Text structure and organisation	<b>ACELA1531</b>
		Literature	Responding to literature	<b>ACELT1621</b>
			Examining literature	<b>ACELT1622</b>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Common spelling patterns (using 'j' or 'g' for the sound /j/, soft and hard 'c' sounds, using 'ch' in words of French or Latin origin)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1539</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using apostrophes to indicate possession (singular and plural nouns)</li> </ul>	Language	Text structure and organisation	<b>ACELA1506</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Comparing, factual and opinion adjectives</li> <li>Noun groups with embedded adjectival clauses</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1508</b> <b>ACELA1534</b> <b>ACELA1452</b> <b>ACELA1525</b>

# Australian Curriculum mapping: unit details

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Text	Type	Form	Topic	
<b>7.3.6</b> Buying bike parts online	Discussion	Facebook thread	Hobbies/equipment	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Discussions</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Identifying, interpreting and analysing the issues and arguments presented in an online discussion</li> <li>Evaluating the quality of texts, including the use of language to persuade</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b> <b>ACELY1722</b> <b>ACELY1723</b>
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To examine one issue or question from a number of viewpoints</li> <li>In the form of a series of posts on a special interest Facebook page</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Identification of the issue/question in the first post in the thread (Issue Statement stage)</li> <li>Subsequent posts provide 'for' and 'against' arguments, including evidence, related to the issue/question (Arguments stage)</li> <li>No evidence of an on-balance judgement or summary of arguments (Conclusion stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>General and specific nouns related to the issue of what to do with a particular bike</li> <li>Wide range of verb types, including relating and sensing verbs but also action verbs</li> <li>Modal verbs and adverbs to express levels of certainty, obligation and/or probability</li> <li>Adverbs and adverbial phrases that provide details related to time, place, manner and reason, but also point of view</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b>
		Language	Text structure and organisation	<b>ACELA1531</b>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Technical language (bicycles)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1537</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate introductory and transitional phrases</li> </ul>	Language	Text structure and organisation	<b>ACELA1532</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Modal verbs and modal adverbs</li> <li>Compound sentences</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1467</b> <b>ACELA1536</b>

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Text	Type	Form	Topic	
<b>7.3.7</b> Hand back the skulls of our ancestors!	<b>Exposition</b>	<b>Speech, 'on the spot' interviews (transcript)</b>	<b>Ethics</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Expositions</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Identifying, interpreting and analysing the issues and arguments presented in persuasive texts</li> <li>Evaluating the quality of texts, including the use of language to persuade</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b> <b>ACELY1722</b> <b>ACELY1723</b>
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To express one viewpoint on the theft of Indigenous peoples' ancestral remains by museums, with the intention of persuading others to agree with this viewpoint</li> <li>In the form of a series of 'on-the-spot' interviews</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introductory comments from the interviewer, summarising the shared viewpoint of three interviewees (Contention stage)</li> <li>Three separate arguments supporting the view that Indigenous remains held in museums need to be returned to their people (Arguments stage)</li> <li>Final response from one interviewee, summarising the three arguments presented, restating their shared viewpoint and expressing a personal commitment to the cause</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>General and abstract nouns related to the particular issue</li> <li>Adjectives and adjectival phrases that build details about aspects of the issue</li> <li>A wide range of verb types, including relating and sensing verbs to link ideas and express thoughts and feelings</li> <li>Modal verbs to express levels of certainty, probability and obligation</li> <li>Evaluative language that expresses value judgements, including degree adverbs</li> <li>Evocative language that calls up memories and emotions</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1721</b>
		Language	Text structure and organisation	<b>ACELA1531</b>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Using evocative language in persuasive texts</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1537</b> <b>ACELA1525</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate phrases and clauses in sentences</li> </ul>	Language	Text structure and organisation	<b>ACELA1532</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Relating and sensing verbs</li> <li>Noun groups with embedded adjectival clauses</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1534</b> <b>ACELA1507</b> <b>ACELA1523</b> <b>ACELA1482</b>

**Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures**

# Australian Curriculum mapping: unit details

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Text	Type	Form	Topic	
<b>7.3.8</b> Lunch on the run	<b>Text Response</b>	<b>Restaurant review</b>	<b>Shopping centre eateries</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Text Responses</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas</li> <li>Evaluating the quality of texts, including strategies used to position readers to accept a particular viewpoint</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721 ACELY1722 ACELY1723 ACELY1801
		Literature	Literature and context	ACELT1619
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To express judgements about three restaurants located at a large suburban shopping centre</li> <li>In the form of a series of mini-reviews</li> <li>For a general audience, including regular readers of a weekly food and restaurant review</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Overall introduction to the focus of the review (Context stage)</li> <li>Presentation of three mini-reviews, each beginning with a list of the menu options sampled (Context stage) followed by more detailed descriptions of the food, setting and service available (Description stage) and the reviewer's opinions about these (Judgement stage)</li> <li>Preview of the next week's food focus</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language, including adjectives and adverbs</li> <li>Proper and common nouns that refer to restaurants, menu options and settings</li> <li>Adjectives and adjectival phrases that provide factual descriptions of food, service standards and 'atmosphere'</li> <li>Different verb types, including relating and sensing verbs, in past tense form</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1721
		Language	Text structure and organisation	ACELA1531
		Literature	Responding to literature	ACELT1621
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Spelling foreign words used in English (French)</li> </ul>	Language	Expressing and developing ideas	ACELA1539
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using capital letters for proper nouns</li> </ul>	Language	Text structure and organisation	ACELA1465
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Comparative and superlative adjectives</li> <li>Complex sentences</li> </ul>	Language	Expressing and developing ideas	ACELA1507 ACELA1452 ACELA1522

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