

Australian curriculum links

English: Australian curriculum links

Year 3

- Identify the audience and purpose of imaginative, informative and persuasive texts
- ACELY1678 | Content description | Year 3 | English | Literacy | Interpreting, analysing, evaluating

Year 5

- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
- ACELY1701 | Content description | Year 5 | English | Literacy | Interpreting, analysing, evaluating
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

Year 6

- Analyse strategies authors use to influence readers
- ACELY1801 | Content description | Year 6 | English | Literacy | Interpreting, analysing, evaluating
- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
- Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)

Year 7

- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing
- ACELY1720 | Content description | Year 7 | English | Literacy | Interacting with others
- Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)
- Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

Year 8

- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate
- ACELY1736 | Content description | Year 8 | English | Literacy | Creating texts
- Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication
- ACELA1543 | Content description | Year 8 | English | Language | Text structure and organisation

Year 9

- Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects
- ACELY1811 | Content description | Year 9 | English | Literacy | Interacting with others

Australian curriculum links

- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features
- ACELY1746 | Content description | Year 9 | English | Literacy | Creating texts

Year 10

- Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues
- ACELY1756 | Content description | Year 10 | English | Literacy | Creating texts
- Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELAI566)

Civics and Citizenship: Australian curriculum links

Year 6

- The obligations citizens may consider they have beyond their own national borders, that is, as global citizens
- Investigate the moral or ethical disposition people may have as a global citizen, such as how they relate to the environment and to others, and the belief that people can make a difference beyond their national borders
- Identify the obligations people may consider they have as global citizens, such as an obligation to be active as a global citizen

Year 9

- How ideas about and experiences of Australian identity are influenced by global connectedness and mobility
- Discuss the concepts of 'global identity' and 'global citizenship' and their implications for Australian citizens

Year 10

- Australia's role and responsibilities at a global level, including provision of foreign aid, peacekeeping, and participation in international organisations, particularly the United Nations
- Use push-pull analysis to evaluate the factors that influence where and how Australia contributes resources to alleviate global poverty.

Geography: Australian curriculum links

Year 6

A diverse and connected world takes a global view of geography and focuses particularly on the concepts of place and interconnections. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of countries across the world and within the Asia region. They reflect on cultural differences and similarities, and on...

1. The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031)
2. Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032)
3. The world's cultural diversity, including that of its indigenous peoples (ACHGK033)
4. Significant events that connect people and places throughout the world (ACHGK034)
5. The various connections Australia has with other countries and how these connections change people and places (ACHGK035)

Australian curriculum links

6. The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 6 are articulated below.

- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

Year 10

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

1. The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)
2. The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)
3. The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)
4. The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)
5. The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080)
6. The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)

Cross-curriculum priorities in the Australian Curriculum

Get Connected: Persuading the World addresses the cross-curriculum priorities Sustainability and Australia's engagement with Asia.

General capabilities in the Australian Curriculum

Get Connected: Persuading the World addresses the following general capabilities:

- Literacy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding