# Australian Curriculum Mapping: 2040 – Exploring The Themes Of 2040 – Years 7–10

## Year 7 Science

* Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations ([ACSHE120](https://www.australiancurriculum.edu.au/f-10-curriculum/science/?strand=Science+Understanding&strand=Science+as+a+Human+Endeavour&strand=Science+Inquiry+Skills&capability=ignore&priority=ignore&year=12007&elaborations=true&cd=ACSHE120&searchTerm=ACSHE120#dimension-content))
* Some of Earth’s resources are renewable, including water that cycles through the environment, but others are non-renewable ([ACSSU116](https://www.australiancurriculum.edu.au/f-10-curriculum/science/?strand=Science+Understanding&strand=Science+as+a+Human+Endeavour&strand=Science+Inquiry+Skills&capability=ignore&priority=ignore&year=12007&elaborations=true&cd=ACSSU116&searchTerm=ACSSU116#dimension-content)).

## Year 8 Science

* Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations ([ACSHE135](https://www.australiancurriculum.edu.au/f-10-curriculum/science/?strand=Science+Understanding&strand=Science+as+a+Human+Endeavour&strand=Science+Inquiry+Skills&capability=ignore&priority=ignore&year=12008&elaborations=true&cd=ACSHE135&searchTerm=ACSHE135#dimension-content)).

## Year 9 Science

* People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people’s lives, including generating new career opportunities ([ACSHE160](https://www.australiancurriculum.edu.au/f-10-curriculum/science/?strand=Science+Understanding&strand=Science+as+a+Human+Endeavour&strand=Science+Inquiry+Skills&capability=ignore&priority=ignore&year=12009&elaborations=true&cd=ACSHE160&searchTerm=ACSHE160#dimension-content))
* Values and needs of contemporary society can influence the focus of scientific research ([ACSHE228](https://www.australiancurriculum.edu.au/f-10-curriculum/science/?strand=Science+Understanding&strand=Science+as+a+Human+Endeavour&strand=Science+Inquiry+Skills&capability=ignore&priority=ignore&year=12009&elaborations=true&cd=ACSHE228&searchTerm=ACSHE228#dimension-content)).

## Year 10 Science

* People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people’s lives, including generating new career opportunities ([ACSHE194](https://www.australiancurriculum.edu.au/f-10-curriculum/science/?strand=Science+Understanding&strand=Science+as+a+Human+Endeavour&strand=Science+Inquiry+Skills&capability=ignore&priority=ignore&year=12010&elaborations=true&cd=ACSHE194&searchTerm=ACSHE194#dimension-content))
* Values and needs of contemporary society can influence the focus of scientific research ([ACSHE230](https://www.australiancurriculum.edu.au/f-10-curriculum/science/?strand=Science+Understanding&strand=Science+as+a+Human+Endeavour&strand=Science+Inquiry+Skills&capability=ignore&priority=ignore&year=12010&elaborations=true&cd=ACSHE230&searchTerm=acshe230#dimension-content))
* Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere ([ACSSU189](https://www.australiancurriculum.edu.au/f-10-curriculum/science/?strand=Science+Understanding&strand=Science+as+a+Human+Endeavour&strand=Science+Inquiry+Skills&capability=ignore&priority=ignore&year=12010&elaborations=true&cd=ACSSU189&searchTerm=ACSSU189#dimension-content)).

## Year 7 English

* Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements (for example, music and sound) to add interest and meaning ([ACELY1804](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11581&elaborations=true&cd=ACELY1804&searchTerm=ACELY1804#dimension-content))
* Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ([ACELY1723](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11581&elaborations=true&cd=ACELY1723&searchTerm=ACELY1723#dimension-content)).

## Year 8 English

* Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects ([ACELY1808](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11582&elaborations=true&cd=ACELY1808&searchTerm=ACELY1808#dimension-content))
* Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view ([ACELY1734](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11582&elaborations=true&cd=ACELY1734&searchTerm=ACELY1734#dimension-content)).

## Year 9 English

* 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](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11583&elaborations=true&cd=ACELY1811&searchTerm=ACELY1811#dimension-content))
* Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ([ACELY1744](http://www.scootle.edu.au/ec/search?accContentId=ACELY1744)).

## Year 10 English

* Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences ([ACELY1813](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11584&elaborations=true&cd=ACELY1813&searchTerm=ACELY1813#dimension-content))
* Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence ([ACELY1754](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11584&elaborations=true&cd=ACELY1754&searchTerm=ACELY1754#dimension-content)).

## Year 7 & 8 Media Arts

* Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences ([ACAMAR071](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/?&capability=ignore&priority=ignore&year=12740&elaborations=true&cd=ACAMAR071&searchTerm=ACAMAR071#dimension-content))
* Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks ([ACAMAR072](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/?&capability=ignore&priority=ignore&year=12740&elaborations=true&cd=ACAMAR072&searchTerm=ACAMAR072#dimension-content)).

## Year 9 & 10 Media Arts

* Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples ([ACAMAM074](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/?&capability=ignore&priority=ignore&year=12741&elaborations=true&cd=ACAMAM074&searchTerm=ACAMAM074#dimension-content))
* Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences ([ACAMAR078](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/?&capability=ignore&priority=ignore&year=12741&elaborations=true&cd=ACAMAR078&searchTerm=ACAMAR078#dimension-content)).

## Relevant parts of Year 7 Science achievement standards

* Students describe situations where scientific knowledge has been used to solve a real-world problem and explain possible implications of the solution. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth’s systems.

## Relevant parts of Year 8 Science achievement standards

* Students describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on implications of these solutions. Students identify and construct questions and problems that they can investigate scientifically.

## Relevant parts of Year 9 Science achievement standards

* Students describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives. Students design questions that can be investigated using a range of inquiry skills.

## Relevant parts of Year 10 Science achievement standards

* Students develop questions and hypotheses. They describe and analyse interactions and cycles within and between Earth’s spheres.

## Relevant parts of Year 7 English achievement standards

* Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They contribute actively to class and group discussions.

## Relevant parts of Year 8 English achievement standards

* Students interpret texts, questioning the reliability of sources of ideas and information. They contribute actively to class and group discussions.

## Relevant parts of Year 9 English achievement standards

* Students evaluate and integrate ideas and information from texts to form their own interpretations. They contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

## Relevant parts of Year 10 English achievement standards

* Students develop and justify their own interpretations of texts. They make presentations and contribute actively to class and group discussions, building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments.

## Relevant parts of Year 7 & 8 Media Arts achievement standards

* Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

## Relevant parts of Year 9 & 10 Media Arts achievement standards

* Students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Syllabus outcomes: [SC4-11PW, SC4-12ES, SC5-13ES, SC5-11PW, SC5-12ES,](http://syllabus.bostes.nsw.edu.au/science/science-k10/outcomes/) [EN4-3B, EN4-2A, EN5-3B, EN5-2A](http://syllabus.bostes.nsw.edu.au/english/english-k10/content-and-outcomes/).

General capabilities: [Critical and creative thinking](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/).

Cross-curriculum priority: [Sustainability OI.2, OI.6, OI.7, OI.8, OI.9](https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/).