

Queensland Curriculum, Assessment and Reporting Framework

What determines the curriculum in Queensland schools?

The Queensland Studies Authority (QSA) is a statutory body of the Queensland Government, which develops, approves, and revises all syllabuses for Prep Year to Year 12. It also provides services and resources to support teachers to implement QSA syllabi.

The QSA has recently developed the Queensland Curriculum, Assessment and Reporting (QCAR) Framework to improve the alignment between curriculum, assessment and reporting in Queensland schools. The QCAR Framework consists of five interrelated components: *Essential Learnings, Standards, Assessment Bank, Queensland Comparable Assessment Tasks* and *Guidelines for Reporting*.

The Framework is designed to support teachers and schools to provide students with relevant learning experiences, and uphold the value of school-based curriculum development. It gives:

- clarity for teachers about what to teach
- a common frame of reference and a shared language to describe student achievement
- access to quality assessments to collect evidence of student achievement
- resources to enhance consistency in the way teachers use standards to make judgments
- advice to enhance comparability of reported results
- support for teachers' professional learning.

Rather than seeking 'sameness', the Framework presents a way of achieving more commonality in what is taught, while supporting diversity in how it is taught. It provides teachers with direction to apply their professional knowledge to help improve student learning. An overview of the five components of the framework and their purpose is outlined below (Queensland Studies Authority, 2007m):

Framework component	Purpose
<i>Essential Learnings</i>	Identifies what should be taught and describes what students should have opportunities to know and be able to do at the end of Years 3, 5, 7 and 9.
<i>Standards</i>	Describes student achievement. Provides a basis for judging how well students have demonstrated what they know, understand and can do by describing the expected qualities of student work.
<i>Assessment Bank</i>	An online collection of assessment resources that are linked to the <i>Essential Learnings</i> and <i>Standards</i> . It provides teachers with resources for school-based assessment.
<i>Queensland Comparable Assessment Tasks</i> (QCATs)	Administered annually to students in Years 4, 6 and 9 in relation to targeted <i>Essential Learnings</i> in English, Mathematics and Science. Designed to provide information to teachers about students' demonstrations of learning. Also provides information to teachers to promote consistency of teacher judgements. QCATs are school-based.
<i>Guidelines for Reporting</i>	Supports consistency of reporting across Queensland. The guidelines will provide advice to schools and school authorities on twice-yearly reporting on what students know and can do, as well as reporting on student achievement on the QCATs.

Essential Learnings

It is important that all professionals who work with teachers and schools are aware of the documents that guide teachers in the planning and implementation of curriculum within schools. Awareness and familiarity with curriculum documents ensures that professional support provided to schools and teachers is relevant and appropriate to the context.

Each of the eight Key Learning Areas has an *Essential Learnings* document; The Arts, English, Health and Physical Education, Languages Other Than English (LOTE), Mathematics, Science, Studies of Society and Environment and Technology. These documents are the intended curriculum, that is, the *Essential Learnings* provide clear direction to teachers about what students should have opportunities to learn. It is expected that teachers will use the *Essential Learnings*, in conjunction with relevant syllabus documents, to inform their planning. The *Essential Learnings* also incorporates the *National Statements of Learning*.

The three parts of the *Essential Learnings* have distinct and important roles:

- *Knowledge and understanding* describes the essential concepts, facts and procedures of each KLA.
- the *Learning and assessment focus* describes the focus of learning and assessment for each KLA.
- the *Ways of working* are drawn from the processes that are associated with KLAs, e.g. working scientifically, working technologically. They describe the processes students use to develop and demonstrate their knowledge and understanding.

(Queensland Studies Authority, 2007m)

Linking sexuality education themes to *Essential Learnings*:

Sexuality education topics and themes are embedded across numerous KLAs. The three KLAs, which are the strongest links to sexuality education, are Health and Physical Education, Science, and Studies of Society and Environment.

Education Queensland has produced a series of documents for teachers called the *Scope and Sequence Charts* (one for each KLA) to assist with the interpretation of the *Essential Learnings*. The *Scope and Sequence Charts* are detailed documents that contain descriptions about what students should have the opportunity to learn at each year level from Years 1- 9. The charts can be utilised by teachers when planning units of work.

Examining the *Essential Learnings* for each KLA, in conjunction with Education Queensland's *Scope and Sequence Charts*, continues to provide teachers and schools with strong support to deliver sexuality education to Queensland students.

Health and Physical Education

Sexuality education topics feature strongly within Health and Physical Education. The strands Health and Personal Development contain the most significant sexuality education topics. The *Essential Learnings* documents for Health and Physical Education state with respect to these strands:

By the end of	Knowledge and Understanding
Year 3	<p>Health <i>Health is multidimensional and influenced by everyday actions and environments.</i></p> <ul style="list-style-type: none"> • The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings) • Health behaviours and choices are influenced by personal factors, people and environments • Individual behaviour and actions, including adopting safe strategies at home, on or near roads, near water, and in relation to the sun, can promote health and wellbeing and safety <p>Personal development <i>Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.</i></p> <ul style="list-style-type: none"> • Identity is shaped by personal characteristics and experiences • Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences • Everyday experiences and relationships give rise to different emotions in self and others <p style="text-align: right;">(Queensland Studies Authority, 2007a)</p>
Year 5	<p>Health <i>Health is multidimensional and influenced by individual and group actions and environments.</i></p> <ul style="list-style-type: none"> • Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions • Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity • Individual and group action can promote health and wellbeing, including safety <p>Personal development <i>Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.</i></p> <ul style="list-style-type: none"> • Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments • Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others • Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups <p style="text-align: right;">(Queensland Studies Authority, 2007b)</p>
Year 7	<p>Health <i>Health is multidimensional and influenced by individual, group and community actions, and environments</i></p> <ul style="list-style-type: none"> • Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated • Family, peers and the media influence health behaviours • Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks <p>Personal development <i>Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</i></p> <ul style="list-style-type: none"> • Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture • Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self esteem • Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources <p style="text-align: right;">(Queensland Studies Authority, 2007c)</p>

Year 9	<p>Health <i>Health is multidimensional and dynamic, and influenced by actions and environments.</i></p> <ul style="list-style-type: none"> • Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent • The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices • Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety <p>Personal development <i>Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development</i></p> <ul style="list-style-type: none"> • Identity, health and wellbeing are interdependent and influenced by social and cultural factors • Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships • Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations <p style="text-align: right;">(Queensland Studies Authority, 2007d)</p>
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The below excerpts are from the *Health and Physical Education Scope and Sequence Chart* (Education Queensland, 2008a, p. 2-9) and demonstrate the inclusion of a range of sexuality education topics.

Strand	Year level	Concepts
Promoting Health (Personal health dimensions)	Year 3	<ul style="list-style-type: none"> • Describes on a Y chart what a healthy person looks like, feels like and sounds like in terms of activity, food, rest/sleep, hygiene and connections to family, friends and community
	Year 5	<ul style="list-style-type: none"> • Identifies factors that may impair health (e.g. poor nutrition, disease/sickness and inactivity) and describes ways to promote health (e.g. regular physical activity)
	Year 7	<ul style="list-style-type: none"> • Discusses the challenges of transitions (e.g. primary school to high school, childhood to adolescence) and researches a range of coping strategies, particularly from a mental health perspective
	Year 8	<ul style="list-style-type: none"> • Resolves a range of simulated health-related scenarios depicting issues that typically confront teenagers (e.g. diet, drug use, sexuality, sun safety, road safety and mental health)
	Year 9	<ul style="list-style-type: none"> • Explains how the health of individuals and groups vary and is determined by the physical, cultural, economic, social and environmental factors, ie has an ecological understanding of health
Promoting Health (Decision making for health)	Year 3	<ul style="list-style-type: none"> • Demonstrates basic decision making skills in familiar health-related situations (e.g. what food to buy from the tuckshop) and explains their decision
	Year 5	<ul style="list-style-type: none"> • Uses a guided approach to planning and deciding personal health behaviour • Considers rights and responsibilities, the impact of choices on self and others, the impact of emotions, resources available and capacity to carry out chosen actions
	Year 6	<ul style="list-style-type: none"> • Makes personal health decisions, recognising the effects that decisions have on self and others
	Year 7	<ul style="list-style-type: none"> • Demonstrates decision making that includes an appreciation of beliefs and values and how these impact on health and activity choices • Predicts risks and benefits from a range of choices • Realises that decisions will not always suit friends and that individuals have the strength of character to do what they know is right for them • Applies ways to monitor and manage the impact of personal decisions (e.g. peer influence)

	Year 9	<ul style="list-style-type: none"> Creates, maintains and uses a personal support network as an aide to decision making and person health promotion
Promoting Health (Personal safety)	Year 3	<ul style="list-style-type: none"> Describes characteristics and personal reactions that signal safe/unsafe persons, places and circumstances (e.g. being away from trusted adults, and feeling nervous)
	Year 4	<ul style="list-style-type: none"> Identifies and demonstrates the ability to deal with unsafe environments and situations including bullying
	Year 6	<ul style="list-style-type: none"> Discusses/explores and role plays a range of personal safety strategies for use in threatening or abusive situations
	Year 8	<ul style="list-style-type: none"> Identifies unsafe or abusive situations related to child protection including recognising abuse, use and misuse of power in relationships and protective strategies; responds by suggesting and applying personal safety strategies
Promoting Health (Healthy choices)	Year 3	<ul style="list-style-type: none"> Identifies and names places where health information and services can be obtained (e.g. clinic for treatment of minor injuries, shop/chemist for medicines)
	Year 5	<ul style="list-style-type: none"> Describes and demonstrates age-appropriate responsibilities for community health including: personal hygiene to avoid transmission of infection, getting help to resolve conflict, and personal involvement in health promoting activities (e.g. 'Jump Rope for Heart' sports teams and active leisure)
	Year 7	<ul style="list-style-type: none"> Identifies, implements and evaluates personal and community strategies that address health-related situations (e.g. planning thoroughly, being assertive, learning first aid, and advertising)
	Year 9	<ul style="list-style-type: none"> Investigates/researches personal and community values relating to health; devises, implements and evaluates specific strategies to enhance personal and community health status - taking into account key health care agencies (e.g. immunisation program, dealing with depression, lobbying for sports facilities and/or shade structures)
Personal Development (Identity and personal development)	Year 1	<ul style="list-style-type: none"> Discusses changes in their life that are being experienced (e.g. growing taller, learning to read, making new friends, loosing baby teeth)
	Year 2	<ul style="list-style-type: none"> Describes personal needs and interests and how they have become more independent from infancy to the present time (e.g. development of friendships, joining sport and interest groups)
	Year 3	<ul style="list-style-type: none"> Discusses physical differences between males and females (e.g. terminology for body parts and functions) Discusses how a variation in growth rates amongst peers is normal Discusses how roles and responsibilities change as we grow older and that males and females may have different needs and interests
	Year 4	<ul style="list-style-type: none"> Describes the physical, mental, emotional and social changes that occur during puberty and how the rate of change varies amongst individuals (e.g. increasing influence of peers, mood swings, pubic hair, growth spurts) Identifies the physical changes that occur as people age such as getting taller, stronger and knowing more, and how these changes can be affected by good health (e.g. a balanced diet and active lifestyle)
	Year 5	<ul style="list-style-type: none"> Discusses and reports on how stereotypes affect the way people relate to each other (e.g. stereotypical reactions to body type, abilities, and socio-economic status) Identifies behaviours that indicate the positive management of changes associated with puberty for males and females (e.g. personal hygiene)

	Year 6	<ul style="list-style-type: none"> Examines specific changes that occur during puberty (e.g. menstruation, wet dreams, body shape, moods) and develops strategies to cope with the changes (e.g. writing in a journal, taking time out) Discusses how pubertal changes may affect relationships and self-esteem
	Year 7	<ul style="list-style-type: none"> Evaluates how the impact of changing body image, fashion, media, peer and consumer culture, and gender influence the personal sense of self Analyses how cultures and culturally determined behaviours are different in varying situations, locations, interactions Investigates and describes reproductive processes (ie conception through to birth) Examines appropriate ways of expressing sexual feelings and choices and their consequences (e.g. dating, different expectations in relationships)
	Year 8	<ul style="list-style-type: none"> Examines their identities (e.g. gender, ethnic, cultural, social, sexual) and evaluates their impact on achieving personal goals Evaluates strategies for avoiding conception and reducing the risk of STIs (e.g. contraception, safer sex options, abstinence) Analyses rights and responsibilities in sexual relationships (e.g. respect, consent)
	Year 9	<ul style="list-style-type: none"> Critically analyses the multiple identities they have in different contexts and with different people Investigates how personal and community practices, cultures and traditions reflect different beliefs or values towards sexuality (e.g. choice of partner, marriage, sexual behaviours including abstinence) Describes how young people can express their personal identity and sexuality in ways that are respectful of others and will not result in harm to self or others (e.g. making and breaking friendships, expressing closeness, appropriate touching, and respecting privacy)
Personal Development (Relationships and communicating)	Year 1	<ul style="list-style-type: none"> Identifies a circle of family and friends in who they can confide and share personal problems and describe who they can turn to for help (e.g. grandparents or elders, teachers, parents or carers)
	Year 2	<ul style="list-style-type: none"> Explores the diversity of individuals in the family (e.g. roles and responsibilities, relationships, language, celebration)
	Year 3	<ul style="list-style-type: none"> Identifies appropriate friends and family to seek help from when feeling lonely, unsafe or simply wanting company
	Year 5	<ul style="list-style-type: none"> Examines ways to manage being left out, ignored, put down (e.g. manage emotions, where to get help) Demonstrates ways to show care and respect including assisting others to communicate, offering and accepting help, and asking permission
	Year 6	<ul style="list-style-type: none"> Challenges discrimination and harassment, actively valuing the differences between individuals
	Year 7	<ul style="list-style-type: none"> Demonstrates awareness and understanding of how relationships change and how change can be respectfully managed Describes changing peer relationships and analyses the positive and negative effects of peer values on adolescent relationships Explores and discusses how positive relationships are enhanced by understanding diversity and difference

Personal Development (Self-management and resilience)	Year 2	<ul style="list-style-type: none"> Identifies body cues (e.g. butterflies) that signal changes in personal feelings and how thoughts can impact on feelings, attitudes and behaviours. Manages these emotions in challenging situations (e.g. speaking in front of the whole class and attempting a new skill)
	Year 3	<ul style="list-style-type: none"> Demonstrates managing emotions using a variety of strategies (e.g. counting to ten, self-talk, taking deep breaths)
	Year 4	<ul style="list-style-type: none"> Devises and role plays strategies to solve problems and manage conflict while recognising and accepting differences and the rights, values and feelings of others
	Year 5	<ul style="list-style-type: none"> Identifies ways of developing self esteem, considering feelings and beliefs of others
	Year 7	<ul style="list-style-type: none"> Discusses how and why thoughts, feelings and behaviours change over time, and that individuals are responsible for their management Makes decisions in situations that represent ethical or moral dilemmas (e.g. whether to smoke or not, tell lies)
	Year 9	<ul style="list-style-type: none"> Investigates the impact of factors (e.g. temperament, parenting practices, belief system) influencing emotional wellbeing and develops strategies to enhance positive thinking and management of stress Makes predictions about the future and informed choices in describing preferred futures (e.g. binge drinking, unwanted pregnancy) <p style="text-align: right;">(Education Queensland, 2008a, p. 2-9)</p>

Science

A number of sexuality education topics fit within Science, in the Life and Living strand. The *Essential Learnings* documents for Science state with respect to this strand:

Strand	By the end of	Knowledge and Understanding
Life and Living	Year 3	<p><i>Needs, features and functions of living things are related and change over time</i></p> <ul style="list-style-type: none"> Animals, plants and non-living things have different features/characteristics Offspring have similar characteristics to their parents Change occurs during the life cycle of living things <p>(Queensland Studies Authority, 2007e)</p>
	Year 5	<p><i>Living things have features that determine their interactions with the environment</i></p> <ul style="list-style-type: none"> Living things can be grouped according to their observable characteristics Structures of living things have particular functions Reproductive processes and life cycles vary in different types of living things <p>(Queensland Studies Authority, 2007f)</p>
	Year 7	<p><i>Living things have structures that enable them to survive and reproduce</i></p> <ul style="list-style-type: none"> Cells are the basic unit of all living things and perform functions that are needed to sustain and reproduce life <p>(Queensland Studies Authority, 2007g)</p>
	Year 9	<p><i>Organisms interact with their environment in order to survive and reproduce</i></p> <ul style="list-style-type: none"> Complex organisms depend on interacting body systems to meet their needs internally and with respect to their environment All the information required for life is a result of genetic information being passed from parent to offspring <p>(Queensland Studies Authority, 2007h)</p>

The below excerpts are from the *Science Scope and Sequence Chart* (Education Queensland, 2008b, p.15-21) and demonstrate the inclusion of a range of sexuality education topics.

Strand	Year level	Concepts
Life and living (Change and reproduction)	Year 1	<ul style="list-style-type: none"> Recognises that people grow and as they grow they change (e.g. "Last year I was only little but now I can reach higher") and that this the same for most plants and animals
	Year 2	<ul style="list-style-type: none"> Gives examples of how things change as they grow, other than just in age and size (e.g. "Babies can't walk but when they get a bit older they can" and "That plant was yellow yesterday and it's green today")
	Year 3	<ul style="list-style-type: none"> Describes some of the changes that take place as living things grow (e.g. "People grow from being babies to old people, and they get bigger, their hair gets longer and sometimes darker and they might have grey hair when they are really old" and "Plants start out as seeds and then they grow into seedlings and then they sometimes get fruit or flowers, when they are old they shrivel up") Knows that there are similarities in the growth of living things that can be recognised as basic stages, that is, that living things have a life-cycle that can be described in stages (e.g. "An insect can start as an egg, then becomes a cocoon and then a caterpillar and then a moth") and can draw these 'stages' Realises that offspring are similar to their parents Knows that living things from the same family may not look similar (e.g. "Those puppies from that litter are all different colours") and that no two living things will look exactly the same except identical twins
	Year 5	<ul style="list-style-type: none"> Knows that familiar animals usually give birth to live young (e.g. humans, cats, dogs, cows, kangaroos and other mammals) and that these have life cycles with similar stages (ie baby, infant, young adult, adult) Knows that there are different ways in which living things reproduce (e.g. hens, snakes and fish lay eggs; cats and dogs give birth to live offspring)

	Year 8	<ul style="list-style-type: none"> Understands that there are two types of reproduction – sexual, in which two parents are involved, and asexual, where there is only one parent
	Year 9	<ul style="list-style-type: none"> Knows how sexual reproduction occurs with the uniting of egg and sperm to produce a cell which grows into a new organism Knows the responsibilities humans need to show in being sexually active (contraception, avoiding sexually transmitted infections including AIDS) Understands that eggs and sperms have genetic information found in DNA in chromosomes about each parent and that information of a zygote means that the genetic information from each parent is combined <p style="text-align: right;">(Education Queensland, 2008b, p.15-21)</p>

Studies of Society and Environment (SOSE)

Sexuality education topics are related to the Culture and Identity strand, and Political and Economic Systems strand of Studies of Society and Environment. The *Essential Learnings* for Studies of Society and Environment state:

By the end of	Knowledge and Understanding
Year 3	<p>Culture and Identity <i>Local communities have different groups with shared values and common interests</i></p> <ul style="list-style-type: none"> • Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging • Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members <p>Political and Economic Systems <i>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.</i></p> <ul style="list-style-type: none"> • Rights and responsibilities, rules and codes of behaviour are part of local communities <p>(Queensland Studies Authority, 2007i)</p>
Year 5	<p>Culture and Identity <i>Communities contain cultures and groups that contribute to diversity and influence cohesion</i></p> <ul style="list-style-type: none"> • Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities <p>Political and Economic Systems <i>Communities have developed decision-making systems that include principles and values formed over time</i></p> <ul style="list-style-type: none"> • Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups <p>(Queensland Studies Authority, 2007j)</p>
Year 7	<p>Culture and Identity <i>Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts</i></p> <ul style="list-style-type: none"> • Material and non-material elements influence personal identity and sense of belonging in groups • Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media <p>(Queensland Studies Authority, 2007k)</p>
Year 9	<p>Culture and Identity <i>Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways</i></p> <ul style="list-style-type: none"> • Group identities are influenced by different factors, including family, communities, nationality, socioeconomic factors and religious beliefs • Cultural diversity is influenced by public opinion, media portrayals, government policies and the impacts of globalisation • Contact between cultures has produced movements to improve democratic participation and citizenship rights for specific groups <p>Political and Economic Systems <i>Societies consist of interconnected decision-making systems, institutions and processes based on principles and values</i></p> <ul style="list-style-type: none"> • Australian citizenship involves recognising global perspectives and balancing majority rule against respecting minority interests <p>(Queensland Studies Authority, 2007l)</p>

The below excerpts are taken from the *Studies of Society and Environment Scope and Sequence Chart* (Education Queensland, 2008c, p. 8-15) and demonstrate the inclusion of a range of sexuality education topics.

Strand	Year level	Concepts
Culture and Identity (Belonging)	Year 1	<ul style="list-style-type: none"> • Identifies which groups they belong to (e.g. "I am a member of the Jones family and I'm in the year 1 class at school")
	Year 4	<ul style="list-style-type: none"> • Knows that people belong to different groups according to age, gender, ethnic background and location • Knows that gender stereotypes can impact on them (e.g. boys and girls may become aware of different expectations when choosing friends, sports, clubs and cultural activities)
	Year 5	<ul style="list-style-type: none"> • Knows that their identity (or who they are) is displayed through what they believe, how they behave, what their interests are and what goals they might have (e.g. knows that if they belong to the cricket club then they are showing that they are interested in cricket) • Identifies stereotyping, discrimination and harassment (racial and sexual) and knows that there are people or groups who can support victims of these activities
	Year 6	<ul style="list-style-type: none"> • Identifies and explains some of their own family values • Identifies examples of the values commonly held by people in the community in which they live
	Year 7	<ul style="list-style-type: none"> • Knows that cultural mores sometimes exert influence on people's identities and their roles, rights and responsibilities
	Year 8	<ul style="list-style-type: none"> • Knows what 'constructions of gender' and 'constructions of race' are and how these have changed over time • Knows and appreciates the contribution that different life experiences make to the development of personal and group identities
	Year 9	<ul style="list-style-type: none"> • Identifies where discrimination (differential treatment or acceptance) can/has resulted from gender, race, disability, ethnic group membership or socio-economic status • Knows that acts of racism and prejudice constitute discrimination and acts to (and describes how they might) counter or prevent these • Analyses the beliefs and attitudes of individuals towards groups which are different from the ones to which they belong
	Political and Economic Systems (Political Systems)	Year 1
Year 2		<ul style="list-style-type: none"> • Lists examples of media and the types of information they communicate (e.g. billboards, advertisements, newspapers) • Knows that through the media we receive different types of information such as about the people and the cultural groups they belong to
Year 3		<ul style="list-style-type: none"> • Identifies some rights and responsibilities of students in their class and in the school (e.g. knows they have a right to feel safe and not be bullied) • Displays personal rights and responsibilities as students, members of a sporting team, or members of the community (e. knows that as a member of a sporting team a responsibility is to train with the team and be on time to play in the game and a right is to be treated with respect as a team member) • Explores the ways in which the media communicates messages to influence people (e.g. through television commercials that warn us about smoking, or TV news programs informing us of a natural disaster, or signs telling us not to drop litter)

	Year 4	<ul style="list-style-type: none"> Knows what values are and can list some of the values that their family has or that the school has (e.g. respect, compassion) and can explain in their own words, what these values mean and influence their actions. Knows there are 'two sides to every story' and can role play to see things from different points of view
	Year 5	<ul style="list-style-type: none"> Recognises discriminating behaviour (such as treating people differently because they have different coloured skin or talk differently) and describes how this affects the rights of others (e.g. says 'girls have as much right as boys to play football at school') Compares the ways that an issue or event can be portrayed in the media and how this can influence people's views and actions
	Year 6	<ul style="list-style-type: none"> Knows that rights help protect citizens from exploitation and abuse
	Year 7	<ul style="list-style-type: none"> Understands that Australian citizenship involves values, attitudes and actions related to political equality and civil and human rights (e. values: equality of opportunity, freedom from discrimination and persecution; attitudes: a 'fair go'; actions: treating all members of the community equitably, speaking up against unfairness)
	Year 8	<ul style="list-style-type: none"> Communicates an understanding about 'human rights' and can talk about these in various contexts (e.g. human rights of Indigenous Australians over time)
	Year 9	<ul style="list-style-type: none"> Defines, exercises and evaluates rights and responsibilities associated with being a young adult including the concept of 'working together for the common good'
Political and Economic Systems (Legal Systems)	Year 1	<ul style="list-style-type: none"> Knows that rules tell you what you should and shouldn't do
	Year 5	<ul style="list-style-type: none"> Recognises that society has specific laws to protect the rights and responsibilities of young people (e.g. children are protected by child safety laws, transport and education regulations)
	Year 6	<ul style="list-style-type: none"> Understands that rules and laws result from community understandings about rights and responsibilities
	Year 7	<ul style="list-style-type: none"> Reflect on ways in which changing values can influence the law (Education Queensland, 2008c, p. 8-15)

For more information refer to:

- Queensland Studies Authority <http://www.qsa.qld.edu.au/index>
- Education Queensland <http://education.qld.gov.au/eq/>

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