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schools online curriculum content initiative

STRAND VOCABULARY

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Introduction

This vocabulary describes curriculum strands supported by learning content.

The use of strands and sub-strands for each key learning area differs significantly in all Australian States and Territories and New Zealand. For that reason, Curriculum Corporation has identified a core set of strands that it uses to describe learning content.

Wherever possible, the curriculum strands listed are derived from the *National Statements* and *National Profiles* agreed by the States and published 1992-1995. Later agreements are also incorporated, where relevant. Where concise definitions are not available nationally, suggested definitions have been drawn from curriculum frameworks published by individual States.

Arts	
Strand	Definition
Dance	Dance is expressive human movement which forms an integral part of human life and culture. Dance exists in a large variety of forms, and for purposes, ranging from social pastime to theatrical performances and religious rite.
Drama	Drama is the enactment of real and imagined events through roles and situations. Drama enables both individuals and groups to explore, shape and symbolically represent ideas and feelings and their consequences.
Media	Media technologies are used to construct representations about real and imagined experiences. Media production (for example in radio, film, television, print, computer technology and photography) can involve and is shaped by a multiplicity of media forms, technologies, values and discourses.
Music	Music is essentially an aural art form which exists in time. Our contact with it is mainly through hearing, but musical performance can involve movement and the senses of touch and sight.
Visual arts	People make art to interpret and respond to experience in visible form. From earliest times, humans have made marks and shaped objects. Using any material at hand, human beings have fashioned useful and decorative objects and made images to represent experience.

English	
Strand	Definition
Reading and viewing	<i>No definitions are given in the Draft Statements of Learning and Professional Elaborations for English.</i>
Speaking and listening	<i>No definitions are given in the Draft Statements of Learning and Professional Elaborations for English.</i>
Writing	<i>No definitions are given in the Draft Statements of Learning and Professional Elaborations for English.</i>
Deprecated values	
Listening and speaking	<i>No definitions are given in the National Statements or Profiles.</i>
Reading and writing	<i>No definitions are given in the National Statements or Profiles.</i>
Viewing	<i>No definitions are given in the National Statements or Profiles.</i>

Health and Physical Education	
Strand	Definition



<p>Health of individuals and populations</p>	<ul style="list-style-type: none"> • Aspects of physical and social surroundings linked to health and illness and how they are managed. • The health of certain population groups. • The effects of home, work and other environments on the health of people. • Activities designed to promote health and to prevent disease and the contribution of these to the health of individuals and populations. • The effect on health of illness, disease and disability. • Health promotion and the treatment of illness.
<p>Human development</p>	<ul style="list-style-type: none"> • The potential of people to grow, develop and function in all their capacities. • The personal behaviours of people, the social, biological and physical environments in which people, families and communities grow and develop, and the strategies that enhance this growth and development. • Human sexuality as a particularly significant aspect of human functioning with both individual and social implications.
<p>Human movement</p>	<ul style="list-style-type: none"> • Movement patterns and coordinated actions of the body in different contexts and settings. • Basic concepts of movement. • Movement skills. • Development of the coordinated movement patterns of performance. • Enhancement of performance through monitoring and evaluating movement patterns and devising strategies for practising and refining skills, tactics, technique and form.
<p>Human relations</p>	<ul style="list-style-type: none"> • Effective relationships in such contexts as a family, a sport or work team, a sexual relationship, and in coping with loss or death. • Communicating views and feelings, negotiating and being assertive, understanding the significance of community values, attitudes and standards of behaviour, and awareness of the variety of human roles. • The impact of a sense of personal identity on the health of individuals and communities.
<p>People and food</p>	<ul style="list-style-type: none"> • The role of food in providing nutrients for energy, growth, repair and regulation of the body's physical functions. • The significance of food in the dietary needs and practices of different groups, in rituals and social occasions, in dietary trends or fads and in meeting social and emotional needs. • The selection, preparation and storage of food to maximise nutritional value. • Changing practices in food production, packaging, marketing and consumption.
<p>Physical activity and the community</p>	<ul style="list-style-type: none"> • The concept of fitness and its relationship with biological and cultural factors. • Fitness as a factor in health and performance (including the effects of exercise on the body), cultural images of body shape, social expectations about fitness, and the fitness industry. • Factors that influence attitudes towards and participation in physical activity, including access to resources, community attitudes and values, cultural beliefs, and experience of success, failure, enjoyment or frustration.
<p>Safety</p>	<ul style="list-style-type: none"> • The concepts of challenge, risk and safety in relation to such issues as behaviours which promote and protect health, violence, substance abuse, sexual behaviour, and safety on the roads and in water. • Safe practices and the development of skills in gaining access to and using safety resources. • Community action on safety. • The role of challenge and risk-taking in personal growth, as well as the skills that balance risk and safety in individual experience and relationships.



Languages Other Than English

Strand	Definition
Oral interaction	This strand involves using the language in a variety of contexts, for a variety of purposes, and with a variety of interlocutors. Learners will speak, listen to speakers, view texts, and respond. The range of texts will be balanced and suit the linguistic, social and cognitive development of the learners.
Reading and responding	This strand involves reading a balanced range of written texts in a variety of contexts and for a variety of purposes and responding to those texts by speaking, writing, or in non-verbal forms. At the early levels, students are more likely to respond by speaking or making non-verbal responses. As their writing improves, they will also write in response to reading.
Writing	This strand involves writing in the language, either to respond to spoken or written language or to express their own thoughts and ideas. Students' ability to communicate in writing may develop more slowly than for the previous two strands, in particular for languages with non-alphabetic scripts.
Understanding culture	Developing children's understanding of the interdependence of language and culture, how cultural concepts and perspectives are manifested in language, and the cultural principles and practices that influence communication. [SA definition]
Understanding language	Developing children's understanding of the nature of language, through analysis of its structure in the context of purposeful use; and on how language works as a system and as a vehicle for increasing their communicative potential. [SA definition]

Mathematics

Strand	Definition
Algebra	<i>Expressing generalisations</i> deals with algebraic expressions as generalised statements. <i>Functions</i> deals with the general statement of relationships between quantities and techniques for graphing. <i>Equations</i> deals with setting up and solving equations and inequalities.
Chance and data	<i>Chance</i> deals with the concepts of randomness and the use of probability as a measure of how likely it is that particular events will occur. <i>Data handling</i> deals with collecting, organising, summarising and representing data for ease of interpretation and communication. <i>Statistical inference</i> deals with drawing conclusions and making predictions based on both data and principles of chance.
Measurement	<i>Measurement and estimation</i> deals with the comparison of qualities of objects, the use of units of measurement, and measuring and estimating skills. <i>Indirect measurement</i> deals with the use of rates, measurement formulae, scale, angular measure and trigonometric ratios for indirect measurement. <i>Approximation, change and the calculus</i> deals with rates of change, and infinite and limiting process.
Number	<i>Number and numeration</i> deals with concepts of number and the ways we write them. <i>Computation and estimation</i> deals with the comparison of qualities of objects, the use of units of measurement, and measuring and estimating skills.
Space	<i>Shape and structure</i> deals with the properties of two- and three-dimensional objects and the relationship between shape, structure and function. <i>Transformation and symmetry</i> deals with the mathematical equivalent of changes of position, orientation, size and shape, and with symmetries in shapes and arrangements. <i>Location and arrangement</i> deals with the representation of position and arrangement, including the use of coordinates.



Working mathematically	<p>Attitudes and appreciations</p> <ul style="list-style-type: none"> • <i>Attitudes</i> deals with the development of positive attitudes towards mathematics and students' involvement in it. • <i>Appreciation</i> deals with the development of an appreciation of the nature, power and scope of mathematical activity. <p>Mathematical inquiry</p> <ul style="list-style-type: none"> • <i>Mathematical expression</i> deals with interpreting and conveying mathematical ideas. • <i>Order and arrangement</i> deals with observing and generalising patterns and relations. • <i>Justification</i> deals with explaining and justifying conclusions leading to the notion of proof. • <i>Problem-solving strategies</i> deals with a range of strategies for problem posing and solving. <p>Choosing and using mathematics</p> <ul style="list-style-type: none"> • <i>Applying mathematics</i> deals with choosing and using standard mathematical techniques in situations in which mathematics may be useful. • <i>Mathematical modelling</i> deals with the more general processes by which 'real world' phenomena are represented in order that mathematics may be applied to them.
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Science	
Strand	Definition
Life and living	The study of living things, how these change over time and are interdependent.
Natural and processed materials	The structure, properties and uses of natural and synthetic materials.
Earth and beyond	How the materials in the Earth are changed by physical forces and how we depend on the Earth for materials. This strand also looks at our place in the Universe.
Energy and change	Energy is vital to us. The different forms of energy, changes from one form of energy to another and energy conservation are important parts of this strand.
Working scientifically	<ul style="list-style-type: none"> • Planning investigations • Conducting investigations • Processing data • Evaluating findings • Using science • Acting responsibly
Deprecated values	Applied to early objects only (Science 1 project).
Biological science	Applied to early objects only (Science 1 project).
Chemical science	Applied to early objects only (Science 1 project).
Earth and space	Applied to early objects only (Science 1 project). Current 'organiser' for statements of learning.
The Earth and beyond	Applied to many objects.
Physical sciences	Applied to early objects only (Science 1 project).



Studies of Society and the Environment	
Strand	Definition¹
Culture	<p><i>Beliefs and culture</i> - people's beliefs shape their cultural practices, ideas and symbols over time.</p> <p><i>Cohesion and diversity</i> - all cultural groups are characterised by varying degrees of cohesion and diversity as they seek to survive and retain a sense of community.</p> <p><i>Personal, group and cultural identity</i> - cultures structure relationships among individuals and groups that help to shape their distinctive identities.</p>
Investigation, communication and participation	<p>Investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action.</p> <p><i>Plan investigations</i> - the ability to reflect on prior understandings, formulate questions, predict possible answers and design suitable methods of investigation.</p> <p><i>Conduct investigations</i> - the ability to identify, collect and evaluate sources of information, question the sources for perspective and bias, record evidence and identify gaps in information.</p> <p><i>Process and interpret information</i> - translate the information into a meaningful form, analyse and synthesise the information and decide how best to communicate conclusions drawn.</p> <p><i>Evaluate and apply findings</i> - communicate findings according to purpose and audience, predict consequences of their findings and therefore further issues for investigation; identify and act upon personal and societal implications.</p>
Place and space	<p>Understand that the interaction people have with places in which they live is shaped by the location, patterns and processes associated with natural and built features.</p> <p><i>Features of places</i> - a range of processes over time contribute to the development of natural and cultural landscapes.</p> <p><i>People and places</i> - the interdependence of people and places is shaped by the ways people interact with their environment.</p> <p><i>Care of places</i> - the relationship between people and their environment can be enhanced by a commitment to ecological sustainability.</p>
Resources	<p><i>Use of resources</i> - people have choices to make between unlimited wants and limited resources.</p> <p><i>Management and enterprise</i> - innovative management and enterprise practices optimise the efficient development of limited resources.</p> <p><i>People and work</i> - workplace organisation and practices can influence the extent to which people are productive and satisfied</p>
Time, continuity and change	<p><i>Time and change</i> - over time societies and communities have lasting and changing aspects of events, people and ideas.</p> <p><i>Understanding the past</i> - continuity and change result from social, political, cultural, environmental and economic forces.</p> <p><i>Interpretations and perspectives</i> - that there are many versions of history based on varied socio-cultural perspectives over time, which inform and may influence people's actions.</p>
Natural and social systems	<p><i>Natural systems</i> - the interdependence of elements of natural systems, and the dependence and impact of people on natural systems influences the nature of communities.</p> <p><i>Political and legal systems</i> - power and decision-making structures determine the interrelated nature of political and legal systems.</p>

¹ The National Statement on SOSE includes lengthy general discussions on how to apply the strands. There are no concise definitions. For that reason, SOSE strand definitions are drawn from WA Department of Education and Training.



	Economic systems - structures for production, distribution and exchange determine the nature of economic systems.
Civics and citizenship ²	<i>Civics and social organisation</i> – economic, political and legal systems and their impact on individuals and groups. <i>Citizenship</i> – the rights and responsibilities of citizens, active citizenship.

Technology

Strand	Definition
Designing, making and appraising	Designing, making and appraising is a process through which students develop ideas and create imaginative solutions for learning tasks.
Information	Information is knowledge generated and used in everyday life. Information can be stored, retrieved and communicated using sound and visual images, including print, numerical, pictorial and graphical representations.
Materials	Materials are natural and synthetic. Materials include fibres, ceramics, fabric, soil, metals, plastics, plants, ingredients and a variety of composites.
Systems	In technology, systems are combinations of elements that work together to achieve specified outcomes. Examples of systems include engines, bicycles, computers, recipes and communication networks.

² In July 2003, education Ministers from all Australian states agreed on principles for national consistency in schools. MCEETYA identified 'Civics and citizenship' as one of four domains to be nationally measured.