

A GUIDE TO AUSTRALIAN CURRICULUM TERMINOLOGY

The Australian Curriculum is a technical document for the teaching profession and as such there are some specific terms used.

Learning areas

Disciplinary knowledge, skills and understanding are described in the eight learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts.

The Australian Curriculum has three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic to do so, allowing students to engage with and better understand their world.

General capabilities

General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully in the 21st century.

There are seven general capabilities in the Australian Curriculum:

- Literacy
- Numeracy
- Critical and Creative Thinking
- Digital Literacy (previously ICT Capability)
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

The general capabilities are addressed through the content of the learning areas. They are identified where they are developed or applied in the content descriptions, and when they offer opportunities to add depth and richness to student learning via the content elaborations.

Year/Band level descriptions

Year/band level descriptions provide an overview of the learning that students should experience at each year or band level.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year or band.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that young people are expected to learn, and teachers are expected to teach, in each year or band.

Content elaborations

Content elaborations accompany content descriptions and are *optional* elements of the Australian Curriculum. They provide teachers with suggestions and illustrations of ways to approach the learning area content. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

Content in each learning area is organised into strands. In some cases, the curriculum content is then further organised into sub-strands.