

The Arts

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Analyse, explain, and discuss aspects of performance and choreography in a range of dance works.

Learning area: The Arts
Curriculum level: 7
Component: Dance
Strand: Communicating and Interpreting

Apply rehearsal and performance skills to a range of dances, using appropriate techniques and expression to communicate specific intentions.

Learning area: The Arts
Curriculum level: 7
Component: Dance
Strand: Communicating and Interpreting

Respond to and make critical judgments about rehearsal processes and performances.

Learning area: The Arts
Curriculum level: 7
Component: Drama
Strand: Communicating and Interpreting

Rehearse and perform works in a range of dramatic forms.

Learning area: The Arts
Curriculum level: 7
Component: Drama
Strand: Communicating and Interpreting

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Analyse and evaluate the expressive qualities of music and production processes to inform interpretations of music.

Learning area: The Arts
Curriculum level: 7
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Prepare, rehearse, present, record, and evaluate sustained performances of music, individually and collaboratively, that demonstrate interpretive understandings.

Learning area: The Arts
Curriculum level: 7
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Use critical analysis to interpret and respond to art works.

Learning area: The Arts
Curriculum level: 7
Component: Visual Arts
Strand: Communicating and Interpreting

Research and analyse how art works are constructed and presented to communicate meanings.

Learning area: The Arts
Curriculum level: 7
Component: Visual Arts
Strand: Communicating and Interpreting

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Generate, plan, and record choreographic ideas and processes.

Learning area: The Arts
Curriculum level: 7
Component: Dance
Strand: Developing Ideas

Choreograph solo and group dance works, using choreographic processes, devices, structures, and technologies to communicate choreographic intentions.

Learning area: The Arts
Curriculum level: 7
Component: Dance
Strand: Developing Ideas

Create, structure, refine, and represent compositions and musical arrangements, using technical and musical skills and technologies to express imaginative thinking and personal understandings.

Learning area: The Arts
Curriculum level: 7
Component: Music – Sound Arts
Strand: Developing Ideas

Research, critically evaluate, and refine ideas to develop drama in specific dramatic forms.

Learning area: The Arts
Curriculum level: 7
Component: Drama
Strand: Developing Ideas

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Generate, analyse, clarify, and extend ideas in a selected field related to established practice.

Learning area: The Arts
Curriculum level: 7
Component: Visual Arts
Strand: Developing Ideas

Reflect on and evaluate composition processes and presentation conventions.

Learning area: The Arts
Curriculum level: 7
Component: Music – Sound Arts
Strand: Developing Ideas

Extend skills in the vocabulary, practices, and technologies of selected dance genres and styles.

Learning area: The Arts
Curriculum level: 7
Component: Dance
Strand: Developing Practical Knowledge

Use a systematic approach to the development of ideas in a body of work.

Learning area: The Arts
Curriculum level: 7
Component: Visual Arts
Strand: Developing Ideas

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Apply knowledge of expressive features, stylistic conventions, and technologies through an integration of aural perception and practical and theoretical skills and analyse how they are used in a range of music.

Learning area: The Arts
Curriculum level: 7
Component: Music – Sound Arts
Strand: Developing Practical Knowledge

Select and refine the use of techniques, conventions, and technologies in specific dramatic forms.

Learning area: The Arts
Curriculum level: 7
Component: Drama
Strand: Developing Practical Knowledge

Extend skills, in a range of materials, techniques, and technologies.

Learning area: The Arts
Curriculum level: 7
Component: Visual Arts
Strand: Developing Practical Knowledge

Apply understanding from research into a range of established practice to extend skills for particular art-making purposes, using appropriate processes and procedures in selected fields.

Learning area: The Arts
Curriculum level: 7
Component: Visual Arts
Strand: Developing Practical Knowledge

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Research the purposes of production, performance, and technologies of drama in a range of contexts, including New Zealand drama.

Learning area: The Arts
Curriculum level: 7
Component: Drama
Strand: Understanding the Arts in Context

Investigate and evaluate the effects of individual, social, cultural, and technological influences on the development of a variety of dance genres and styles.

Learning area: The Arts
Curriculum level: 7
Component: Dance
Strand: Understanding the Arts in Context

Research and analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts, considering the impact on music making and production.

Learning area: The Arts
Curriculum level: 7
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

Explore how drama reflects our cultural diversity.

Learning area: The Arts
Curriculum level: 7
Component: Drama
Strand: Understanding the Arts in Context

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Research and analyse the influences of contexts on the characteristics and production of art works.

Learning area: The Arts
Curriculum level: 7
Component: Visual Arts
Strand: Understanding the Arts in Context

Apply their understandings of the expressive qualities of music from a range of contexts to a consideration of their influence on their own music practices.

Learning area: The Arts
Curriculum level: 7
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

Show a discriminating understanding of ideas, within, across, and beyond texts.
indicators:
makes meaning by understanding increasingly sophisticated ideas;
makes connections by analysing ideas within and between texts from a range of contexts;
understands that there may be multiple readings available within a text;
makes and supports inferences from texts independently.

Learning area: English
Curriculum level: 7
Component: Listening, Reading, and Viewing
Strand: Ideas

Research and analyse the influence of relevant contexts on their own work.

Learning area: The Arts
Curriculum level: 7
Component: Visual Arts
Strand: Understanding the Arts in Context

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Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

indicators:

selects and reads texts for enjoyment and personal fulfilment;
recognises, understands, and appreciates the connections between oral, written, and visual language;
integrates sources of information and prior knowledge purposefully, confidently, and precisely to make sense of increasingly varied and complex texts;
selects and uses appropriate processing and comprehension strategies with confidence and discrimination;
thinks critical

Learning area: English

Curriculum level: 7

Component: Listening, Reading, and Viewing

Strand: Processes and strategies

Show a discriminating understanding of how language features are used for effect within and across texts.

indicators:

identifies a range of increasingly sophisticated oral, written, and visual language features and understands their effects;
uses an increasing vocabulary to make meaning;
understands and analyses how text conventions work together to create meaning and effect;
understands that authors have different voices and styles and appreciates these differences.

Learning area: English

Curriculum level: 7

Component: Listening, Reading, and Viewing

Strand: Language features

Show a discriminating understanding of a range of structures.

indicator:

identifies and understands the characteristics and conventions of a range of text forms and appreciates how they contribute to and affect text meaning.

Learning area: English

Curriculum level: 7

Component: Listening, Reading, and Viewing

Strand: Structure

Show a discriminating understanding of how texts are shaped for different purposes and audiences.

indicators:

recognises, understands, and appreciates how texts are constructed for a range of intentions and situations;
identifies particular points of view within texts and understands that texts can position a reader;
evaluates the reliability and usefulness of texts.

Learning area: English

Curriculum level: 7

Component: Listening, Reading, and Viewing

Strand: Purposes and audiences

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Select and integrate a range of language features appropriately for a variety of effects.

indicators:

uses a wide range of oral, written, and visual language features fluently and with control to create meaning and effect and to sustain interest;

uses an increasing vocabulary to communicate precise meaning;

uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy.

Learning area: English

Curriculum level: 7

Component: Speaking, Writing, Presenting

Strand: Language features

Select, develop, and communicate sustained ideas on a range of topics.

indicators:

develops, communicates, and sustains increasingly sophisticated ideas, information, and understandings;

creates coherent, planned whole texts by adding details to ideas or making links to other ideas and details;

ideas show depth of thought and awareness of a range of dimensions or viewpoints.

Learning area: English

Curriculum level: 7

Component: Speaking, Writing, Presenting

Strand: Ideas

Show a discriminating understanding of how to shape texts for different audiences and purposes.

indicators:

constructs a range of texts that demonstrate an understanding and appreciation of purpose and audience through deliberate choice of content, language, and text form;

conveys and sustains personal voice where appropriate.

Learning area: English

Curriculum level: 7

Component: Speaking, Writing, Presenting

Strand: Purposes and audiences

Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

indicators:

uses an increasing understanding of the connections between oral, written, and visual language when creating texts;

creates a range of increasingly coherent, varied, and complex texts by integrating sources of information and processing strategies;

seeks feedback and makes changes to texts to improve clarity, meaning, and effect;

is reflective about the production of own texts: monitors and self evaluates progress, articulating learning with confidence.

Learning area: English

Curriculum level: 7

Component: Speaking, Writing, Presenting

Strand: Processes and strategies

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Health and Physical Education

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Evaluate school and community initiatives that promote young people's well-being and develop an action plan to instigate or support these.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Healthy Communities and Environments
Strand: Community resources

Organise texts, using a range of appropriate, coherent, and effective structures.

indicator:
organises

Learning area: English
Curriculum level: 7
Component: Speaking, Writing, Presenting
Strand: Structure

Evaluate laws, policies, practices, and regulations in terms of their contribution to social justice at school and in the wider community.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Healthy Communities and Environments
Strand: Rights, responsibilities, and laws

Analyse ways in which the environment and the well-being of a community are affected by population pressure and technological processes.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Healthy Communities and Environments
Strand: People and the environment

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Appraise, adapt, and use physical activities to ensure that specific social and cultural needs are met.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Movement Concepts and Motor Skills
Strand: Challenges and social and cultural factors

Analyse ways in which events and social organisations promote healthy communities and evaluate the effects they have.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Healthy Communities and Environments
Strand: Societal attitudes and values

Adapt skills and appraise responsible attitudes in challenging physical situations and unfamiliar environments.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Movement Concepts and Motor Skills
Strand: Positive attitudes

Appraise specialised motor skills and adapt them to extend physical competence and recreational opportunities.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Movement Concepts and Motor Skills
Strand: Movement skills

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Assess their health needs and identify strategies to ensure personal well-being across their lifespan.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Personal Health and Physical Development
Strand: Personal growth and development

Apply relevant scientific, technological, and environmental knowledge and use appropriate resources to improve performance in a specialised physical activity.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Movement Concepts and Motor Skills
Strand: Science and technology

Plan, implement, and evaluate a physical activity programme and examine factors used to justify physical activity as a means of enhancing well-being.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Personal Health and Physical Development
Strand: Regular physical activity

Critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Personal Health and Physical Development
Strand: Personal identity

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Analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways in which these shape people's choices at individual, group, and societal levels.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Relationships with Other People
Strand: Identity, sensitivity, and respect

Analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for managing responsible action.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Personal Health and Physical Development
Strand: Safety management

Analyse the nature and benefits of meaningful interpersonal relationships.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Relationships with Other People
Strand: Relationships

Evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships.

Learning area: Health and Physical Education
Curriculum level: 7
Component: Relationships with Other People
Strand: Interpersonal skills

Learning Languages

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Learning Languages

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Engage in sustained interaction and produce extended text.

Learning area: Learning Languages

Curriculum level: 7

Component: Communication

Strand: Participating and contributing in communities

Explore the views of others, developing and sharing personal perspectives.

Learning area: Learning Languages

Curriculum level: 7

Component: Communication

Strand: Managing self and relating to others

Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.

Learning area: Learning Languages

Curriculum level: 7

Component: Cultural Knowledge

Strand: N/A

Communicate information, ideas, and opinions through increasingly complex and varied texts.

Learning area: Learning Languages

Curriculum level: 7

Component: Communication

Strand: Selecting and using language, symbols, and texts to communicate

Learning Languages

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Analyse ways in which the target language is organised in different texts and for different purposes.

Learning area: Learning Languages
Curriculum level: 7
Component: Language Knowledge
Strand: N/A

Analyse how the use of the target language expresses cultural meanings.

Learning area: Learning Languages
Curriculum level: 7
Component: Cultural Knowledge
Strand: N/A

Sketch the graphs of functions and their gradient functions and describe the relationship between these graphs.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Mathematics
Strand: Calculus

Explore how linguistic meaning is conveyed across languages.

Learning area: Learning Languages
Curriculum level: 7
Component: Language Knowledge
Strand: N/A

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Manipulate rational, exponential, and logarithmic algebraic expressions.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Mathematics
Strand: Equations and expressions

Apply differentiation and anti-differentiation techniques to polynomials.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Mathematics
Strand: Calculus

Form and use pairs of simultaneous equations, one of which may be non-linear.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Mathematics
Strand: Equations and expressions

Form and use linear, quadratic, and simple trigonometric equations.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Mathematics
Strand: Equations and expressions

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Display the graphs of linear and non-linear functions and connect the structure of the functions with their graphs.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Mathematics
Strand: Patterns and relationships

Apply co-ordinate geometry techniques to points and lines.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Mathematics
Strand: Patterns and relationships

Apply trigonometric relationships, including the sine and cosine rules, in two and three dimensions.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Mathematics
Strand: Patterns and relationships

Use arithmetic and geometric sequences and series.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Mathematics
Strand: Patterns and relationships

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Investigate situations that involve elements of chance:
comparing theoretical continuous distributions, such as the normal distribution, with experimental distributions;
calculating probabilities, using such tools as two-way tables, tree diagrams, simulations, and technology.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Statistics
Strand: Probability

Choose appropriate networks to find optimal solutions.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Mathematics
Strand: Patterns and relationships

Make inferences from surveys and experiments:
making informal predictions, interpolations, and extrapolations;
using sample statistics to make point estimates of population parameters;
recognising the effect of sample size on the variability of an estimate.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Statistics
Strand: Statistical investigation

Carry out investigations of phenomena, using the statistical enquiry cycle:
conducting surveys that require random sampling techniques, conducting experiments, and using existing data sets;
evaluating the choice of measures for variables and the sampling and data collection methods used;
using relevant contextual knowledge, exploratory data analysis, and statistical inference.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Statistics
Strand: Statistical investigation

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Explore ecological distribution patterns and explain possible causes for these patterns.

Learning area: Science
Curriculum level: 7
Component: Living World
Strand: Ecology

Evaluate statistically based reports: interpreting risk and relative risk; identifying sampling and possible non-sampling errors in surveys, including polls.

Learning area: Mathematics and Statistics
Curriculum level: 7
Component: Statistics
Strand: Statistical literacy

Understand that DNA and the environment interact in gene expression.

Learning area: Science
Curriculum level: 7
Component: Living World
Strand: Evolution

Explain how the interaction between ecological factors and natural selection leads to genetic changes within populations.

Learning area: Science
Curriculum level: 7
Component: Living World
Strand: Ecology and evolution

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Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies.

Learning area: Science
Curriculum level: 7
Component: Material World
Strand: Chemistry and society

Explore the diverse ways in which animals and plants carry out the life processes.

Learning area: Science
Curriculum level: 7
Component: Living World
Strand: Life processes

Relate properties of matter to structure and bonding.

Learning area: Science
Curriculum level: 7
Component: Material World
Strand: The structure of matter

Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds.

Learning area: Science
Curriculum level: 7
Component: Material World
Strand: Properties and changes of matter

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Use accepted science knowledge, vocabulary, symbols, and conventions when evaluating accounts of the natural world and consider the wider implications of the methods of communication and/or representation employed.

Learning area: Science
Curriculum level: 7
Component: Nature of Science
Strand: Communicating in science

Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.

Learning area: Science
Curriculum level: 7
Component: Material World
Strand: The structure of matter

Use relevant information to develop a coherent understanding of socio-scientific issues that concern them, to identify possible responses at both personal and societal levels.

Learning area: Science
Curriculum level: 7
Component: Nature of Science
Strand: Participating and contributing

Develop and carry out investigations that extend their science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models.

Learning area: Science
Curriculum level: 7
Component: Nature of Science
Strand: Investigating in science

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Investigate physical phenomena (in the areas of mechanics, electricity, electromagnetism, light and waves, and atomic and nuclear physics) and produce qualitative and quantitative explanations for a variety of unfamiliar situations.

Learning area: Science
Curriculum level: 7
Component: Physical World
Strand: Physical inquiry and physics concepts

Understand that scientists have an obligation to connect their new ideas to current and historical scientific knowledge and to present their findings for peer review and debate.

Learning area: Science
Curriculum level: 7
Component: Nature of Science
Strand: Understanding about science

Use physics ideas to explain a technological or biological application of physics.

Learning area: Science
Curriculum level: 7
Component: Physical World
Strand: Using physics

Analyse data to deduce complex trends and relationships in physical phenomena.

Learning area: Science
Curriculum level: 7
Component: Physical World
Strand: Physical inquiry and physics concepts

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Learning Area Cards
DTHM for kaiako

Social Sciences

Achievement Objective
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Social Sciences

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Develop an understanding of the causes of natural hazards and their interactions with human activity on Earth.

Learning area: Science
Curriculum level: 7
Component: Planet Earth and Beyond
Strand: Earth systems and interacting systems

Explain the nature and life cycles of different types of stars in terms of energy changes and time.

Learning area: Science
Curriculum level: 7
Component: Planet Earth and Beyond
Strand: Astronomical systems

Understand how government policies and contemporary issues interact.

Learning area: Social Sciences
Curriculum level: 7
Component: Economics
Strand: N/A

Understand how economic concepts and models provide a means of analysing contemporary New Zealand issues.

Learning area: Social Sciences
Curriculum level: 7
Component: Economics
Strand: N/A

Social Sciences

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Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns.

Learning area: Social Sciences
Curriculum level: 7
Component: Geography
Strand: N/A

Understand how people's perceptions of and interactions with natural and cultural environments differ and have changed over time.

Learning area: Social Sciences
Curriculum level: 7
Component: Geography
Strand: N/A

Understand how people's interpretations of events that are of significance to New Zealanders differ.

Learning area: Social Sciences
Curriculum level: 7
Component: History
Strand: N/A

Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders.

Learning area: Social Sciences
Curriculum level: 7
Component: History
Strand: N/A

Social Sciences

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Technology

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Technology

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Understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes.

Learning area: Social Sciences
Curriculum level: 7
Component: Social Studies
Strand: N/A

Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts.

Learning area: Social Sciences
Curriculum level: 7
Component: Social Studies
Strand: N/A

Understand the concepts and processes employed in materials evaluation and the implications of these for design, development, maintenance, and disposal of technological products.

Learning area: Technology
Curriculum level: 7
Component: Technological Knowledge
Strand: Technological products

Understand how the “should” and “could” decisions in technological modelling rely on an understanding of how evidence can change in value across contexts and how different tools are used to ascertain and mitigate risk.

Learning area: Technology
Curriculum level: 7
Component: Technological Knowledge
Strand: Technological modelling

Technology

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Understand that technological outcomes are a resolution of form and function priorities and that malfunction affects how people view and accept outcomes.

Learning area: Technology
Curriculum level: 7
Component: Nature of Technology
Strand: Characteristics of technological outcomes

Understand the concepts of redundancy and reliability and their implications for the design, development, and maintenance of technological systems.

Learning area: Technology
Curriculum level: 7
Component: Technological Knowledge
Strand: Technological systems

Justify the nature of an intended outcome in relation to the issue to be resolved and justify specifications in terms of key stakeholder feedback and wider community considerations.

Learning area: Technology
Curriculum level: 7
Component: Technological Practice
Strand: Brief development

Understand the implications of ongoing contestation and competing priorities for complex and innovative decision making in technological development.

Learning area: Technology
Curriculum level: 7
Component: Nature of Technology
Strand: Characteristics of technology

Technology

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Technology

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Critically analyse their own and others' past and current planning and management practices in order to develop and employ project management practices that will ensure the effective development of an outcome to completion.

Learning area: Technology
Curriculum level: 7
Component: Technological Practice
Strand: Planning for practice

Critically analyse their own and others' outcomes and evaluative practices to inform the development of ideas for feasible outcomes. Undertake a critical evaluation that is informed by ongoing experimentation and functional modelling, stakeholder feedback, and trialling in the physical and social environments. Use the information gained to select, justify, and develop an outcome. Evaluate this outcome's fitness for purpose against the brief. Justify the evaluation, using feedback from stakeholders and demonstrating a critical understanding of the issue.

Learning area: Technology
Curriculum level: 7
Component: Technological Practice
Strand: Outcome development and evaluation