# INFORMATION BOOK  AUSVELS LEVEL 2 – YEAR 2

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**PRIMARY YEARS PROGRAM (PYP)**

**WHAT DO WE WANT TO LEARN?**  The written curriculum

**HOW BEST CAN WE LEARN IT?**  The taught curriculum

**HOW WILL WE KNOW WHAT WE HAVE LEARNED?**  The assessed curriculum

**Inquirers**  They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**  They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**  They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**  They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**  They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**  They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**  They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**  They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

‘WE’ is the community of learners – students, staff, community.

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The Arts - Learning focus
As students work towards the achievement of Level 2 (Year 2) standards in the Arts, they learn about a range of ways arts elements can be used in the Performing and Visual Arts to communicate experiences, observations and things imagined. They begin to select, arrange and make choices about ways of using arts elements, principles and/or conventions from individual arts disciplines as they investigate the use of skills, techniques, processes, media, materials, equipment and technologies relevant to the arts disciplines in which they are working. They explore and, with guidance, maintain a record of ways of creating arts works that use a range of contemporary and traditional arts forms, media, materials, equipment and technologies.

Standards
Creating and making
At Level 2, students create and present performing and visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms. They identify, describe and discuss characteristics of their own and others’ arts works.

Civics and Citizenship - Learning focus
As students work towards the achievement of Level 4 standards in Civics and Citizenship, they identify the range of groups to which they, their family members and their class belong. They begin to appreciate the similarities and differences between individuals and groups, including the language, cultural and religious groups which make up the Australian nation. They explore the roles, rights and responsibilities of various family and community members. They discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules within the community. They begin to appreciate the common values important to groups and individuals; for example, fairness, tolerance, understanding and respect.

Students begin to participate in a range of class and school activities such as recycling, taking responsibility for class resources, and marking local and national celebrations and commemorations. They explore the purpose and benefits of school, community and national events. Students investigate the ways individuals, families, groups and communities can work to improve their environment.

Standards

In Civics and Citizenship, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Foundation to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.
Communications - Learning focus
As students work towards the achievement of Level 6 standards in Communication, they practise the skills of being attentive listeners and viewers in pairs, small groups and as a whole class. They are encouraged to use questions to clarify meaning and to extend interaction. They experience, respond to and begin to interpret a variety of aural, written and visual texts, discussing alternative meanings and perspectives when they arise.
When communicating with others, students begin to distinguish between differing contexts, purposes and audiences and they learn to modify their communication accordingly; for example, when playing with friends in the playground and talking to classroom visitors.
Students regularly make short oral presentations to small groups or the whole class on specified topics across the curriculum and on personal experiences beyond school. With guidance, students develop an understanding of basic communication conventions and practise strategies for improving their presentations with a particular focus on making themselves understood; for example, by varying volume and pace and making eye contact with the audience.

Standards
In Communication, standards for assessing and reporting on student achievement are introduced at Level 5.

Design, Creativity and Technology - Learning focus
As students work towards the achievement of Level 4 standards in Design, Creativity and Technology, they come to understand that people use creative, imaginative and inventive thinking to help them meet human needs and wants. They enquire about and question their world, offering ideas and suggestions based upon their experience of working with materials/ingredients and systems components. They investigate what products and systems can do, how they work, and why they are the way they are. They play with and manipulate materials/ingredients, think about, discuss and describe their characteristics and properties (using terms such as strong, hard, stretchy and sweet) and why they are suitable for use in products and systems.

Standards
In Design, Creativity and Technology, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

English - Level Description
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English Content Descriptions
Reading and viewing
Language
1. Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose
2. Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines
3. Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction
4. Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words
5. Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives
6. Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations
7. Recognise common prefixes and suffixes and how they change a word’s meaning

Literature
1. Discuss the characters and settings of different texts and explore how language is used to present these features in different ways

Literacy
1. Discuss different texts on a similar topic, identifying similarities and differences between the texts
2. Identify the audience of imaginative, informative and persuasive texts
3. Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting
4. Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures

Writing

Language
1. Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms
2. Recognise that capital letters signal proper nouns and commas are used to separate items in lists
3. Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words

Literature
1. Create events and characters using different media that develop key events and characters from literary texts
Literacy
1. Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose
2. Reread and edit text for spelling, sentence-boundary punctuation and text structure
3. Write legibly and with growing fluency using unjoined upper case and lower case letters
4. Construct texts featuring print, visual and audio elements using software, including word processing programs

Speaking and listening

Language
1. Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background
2. Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context
3. Identify language that can be used for appreciating texts and the qualities of people and things
4. Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose

Literature
1. Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created
2. Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences
3. Compare opinions about characters, events and settings in and between texts
4. Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs

Literacy
1. Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions
2. Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately
3. Rehearse and deliver short presentations on familiar and new topics

English Achievement Standard
Reading and viewing
By the end of Level 2 students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.

Writing
Students create texts that show how images support the meaning of the text. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Speaking and listening
They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary.

Health and Physical Education - Learning focus
As students work towards the achievement of Level 2 standards in the Movement and physical activity dimension, they participate in a variety of physical activities in a range of environments (indoor, outdoor and aquatic). They explore different actions of the body and begin to understand how these actions affect movement efficiency. They practise basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning and are introduced to more complex skills such as leaping, dodging, the over-arm throw, dribbling and striking balls, cartwheeling and handstanding. They participate in and develop control over a range of locomotor activities that require a change of speed (such as fast and slow movements), direction (such as left and right).

Standards
Movement and physical activity
At Level 2, students demonstrate basic motor skills and some more complex skills. They combine motor skills and movement patterns during individual and group activities. They demonstrate control when participating in locomotor activities requiring change of speed, direction and level. They create and perform simple rhythmical movement sequences in response to stimuli. They regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. They explain the contribution rules and procedures make to safe conduct of games and activities. They use equipment and space safely.

Health knowledge and promotion
In Health and Physical Education, standards for the Health knowledge and promotion dimension are introduced at Level 3.

History - Level Description
The Past in the Present
The Level 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they changed.

**Key inquiry questions**

1. What aspects of the past can you see today? What do they tell us?
2. What remains of the past are important to the local community? Why?
3. How have changes in technology shaped our daily life?

**History Content Descriptions**

**Historical Knowledge and Understanding**

**The Past in the Present**

1. The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past
2. The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial
3. The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated, and played in the past)

**Historical Skills**

**Chronology, terms and concepts**

1. Sequence familiar objects and events
2. Distinguish between the past, present and future

**Historical questions and research**

1. Pose questions about the past using sources provided

**Analysis and use of sources**

1. Explore a range of sources about the past.
2. Identify and compare features of objects from the past and present

**Perspectives and interpretations**

1. Explore a point of view
Explanation and communication

1. Develop a narrative about the past
2. Use a range of communication forms (oral, graphic, written, role play) and digital technologies

History Achievement Standard
By the end of Level 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community. Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

The Humanities - Learning focus

As students work towards the achievement of Level 4 standards in the Humanities, they develop their understanding of the local community.

Students develop their awareness of spatial concepts and use terms that demonstrate an understanding of absolute and relative locations. With guidance, they recognise and point to their street, town or city and state on an appropriate map. They recognise the globe as a model representation of Earth and can locate Australia and other places with which they have links. Students learn to identify and name physical features and distinguish them on the basis of variables, including size (scale/height/distribution) and colour. Through observation, they investigate and describe elements of the natural and built environments in their local area.

Standards
In the Humanities, achievement standards for History are introduced from Foundation level. Standards for the other Humanities domains are introduced from Level 4.

Information and Communications Technology - Learning focus

As students work towards the achievement of Level 2 standards in Information and Communications Technology (ICT), they use ICT to acquire new knowledge and skills in all areas of the curriculum and to create and present information in meaningful ways. For example, students access a website to participate in a food pyramid game, and then present their understanding of food groups in a slide show that contains an image of a lunchbox filled with the appropriate food items. When using multimedia resources, students begin to think critically about these resources and how they help learning.

In their learning of new material, students experiment with some simple ICT tools and techniques for visualising their thinking. They learn to organise and classify information and ideas, and present them to an audience.
Standards
At this level standards are not organised by dimensions.

Information and Communications Technology – (ICT)
At Level 2, students manipulate text, images and numeric data to create simple information products for specific audiences. They make simple changes to improve the appearance of their information products. They retrieve files and save new files using a naming system that is meaningful to them. They compose simple electronic messages to known recipients and send them successfully. With some assistance, students use ICT to locate and retrieve relevant information from a variety of sources.

Interpersonal Development - Learning focus
As students work towards the achievement of Level 2 standards in Interpersonal Development, they interact with their peers, older and younger students and adults, in a range of contexts. With teacher support, students reflect on personal qualities which contribute to the development and maintenance of friendships. They begin to develop and exhibit appropriate behaviours for maintaining positive social relationships.

Through activities such as reading, discussion and role-play, students learn to recognise and describe the feelings and emotional responses of others. They compare these with their own emotional responses and adjust their behaviour in response. Students learn to recognise that their actions have consequences for both themselves and others in social contexts.

Standards

Building social relationships
At Level 2, students behave appropriately in a range of social situations. They identify the feelings and needs of other people. Students identify and accept that there are consequences for their actions. They take appropriate steps to resolve simple conflicts.

Working in teams
At Level 2, students work in teams in assigned roles, stay on task and complete structured activities within set timeframes. They share resources fairly. With teacher support, they describe their contribution to the activities of the team.
Italian - Learning focus

As students learn about culture in context from stimulus materials. They learn that there are different ways of doing things and to identify what is familiar and what is different in their own and other cultures.

Students start to understand and use the language other than English in structured situations and activities related to their local environment: self, family, home, classroom and community. To develop comprehension they respond non-verbally or by using key words or short phrases.

Standards
In Languages Pathway 1, standards for assessing and reporting achievement are introduced at Level 5.

Mathematics Level Description

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

Mathematics Content Descriptions

Number and Algebra

Number and place value

1. Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences.
2. Recognise, model, represent and order numbers to at least 1000
3. Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting
4. Explore the connection between addition and subtraction
5. Solve simple addition and subtraction problems using a range of efficient mental and written strategies
6. Recognise and represent multiplication as repeated addition, groups and arrays
7. Recognise and represent division as grouping into equal sets and solve simple problems using these representations
Fractions and decimals

1. Recognise and interpret common uses of halves, quarters and eighths of shapes and collections

Money and financial mathematics

1. Count and order small collections of Australian coins and notes according to their value

Patterns and algebra

1. Describe patterns with numbers and identify missing elements
2. Solve problems by using number sentences for addition or subtraction

Measurement and Geometry

Using units of measurement

1. Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units
2. Compare masses of objects using balance scales
3. Tell time to the quarter-hour, using the language of 'past' and 'to'
4. Name and order months and seasons
5. Use a calendar to identify the date and determine the number of days in each month

Shape

1. Describe and draw two-dimensional shapes, with and without digital technologies
2. Describe the features of three-dimensional objects

Location and transformation

1. Interpret simple maps of familiar locations and identify the relative positions of key features
2. Investigate the effect of one-step slides and flips with and without digital technologies
3. Identify and describe half and quarter turns
Statistics and Probability

Chance

1. Identify practical activities and everyday events that involve chance. Describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’

Data representation and interpretation

1. Identify a question of interest based on one categorical variable. Gather data relevant to the question
2. Collect, check and classify data
3. Create displays of data using lists, table and picture graphs and interpret them

Mathematics Achievement Standard

Number and Algebra

Students count to and from, and order numbers up to 1000. They perform simple addition and subtraction calculations, using a range of strategies. They find the total value of simple collections of Australian notes and coins. Students represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths. They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition.

Measurement and Geometry

Students order shapes and objects, using informal units for a range of measures. They tell time to the quarter hour and use a calendar to identify the date, days, weeks and months included in seasons and other events. Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations. They recognise the features of three-dimensional objects. They interpret simple maps of familiar locations.

Statistics and Probability

Students collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology. They interpret data in context. Students describe outcomes of familiar events using everyday language.
Personal Learning - Learning focus

As students work towards the achievement of Level 4 standards in Personal Learning, they participate in a wide range of learning experiences which involve a variety of learning styles and approaches to learning. With teacher support, they reflect on those approaches which they believe help them learn most effectively. Students begin to record their feelings and understanding about their learning, responding to prompts which help them acknowledge their successes, noting where improvements could be made and reflecting on the effort they put into particular tasks.

Students develop strategies to use when they are feeling uncertain about their learning, such as seeking assistance from their teachers. They begin to recognise that learning from mistakes is an important attribute of being a good learner.

Standards

In Personal Learning, standards for assessing and reporting on student achievement are introduced at Level 3.

Science Level Description

The Science Inquiry Skills and Science as a Human Endeavour strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standards and also to the content of the Science Understanding strand for the relevant level to ensure that these two strands are addressed over the two-level period.

Science Content Descriptions

Science Understanding

Biological sciences

1. Living things grow, change and have offspring similar to themselves

Chemical sciences

1. Different materials can be combined, including by mixing, for a particular purpose
Earth and space sciences

1. Earth’s resources, including water, are used in a variety of ways

Physical sciences

1. A push or a pull affects how an object moves or changes shape

Science as a Human Endeavour

Nature and development of science

1. Science involves asking questions about, and describing changes in, objects and events

Use and influence of science

1. People use science in their daily lives, including when caring for their environment and living things

Science Inquiry Skills

Questioning and predicting

1. Respond to and pose questions, and make predictions about familiar objects and events

Planning and conducting

1. Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources
2. Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate

Processing and analysing data and information

1. Use a range of methods to sort information, including drawings and provided tables
2. Through discussion, compare observations with predictions
Evaluating
1. Compare observations with those of others

Communicating
1. Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play

Science Achievement Standard

By the end of Level 2, students describe the effects of interacting with materials and objects. They identify and describe a range of habitats and the different uses of materials and resources. They describe changes to objects, materials, living things and things in their local environment. They describe examples of how people use science in their daily lives.

Students pose questions about everyday phenomena and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record, sort and represent their observations and communicate their ideas to others.

Thinking Processes - Learning focus

As students work towards the achievement of Level 4 standards in Thinking Processes, they explore the community and environment around them, and increasingly consider contexts and information which lie beyond their immediate experience. Questions and wondering are encouraged, recorded and shared, and become the basis for further learning.

Students develop their skills in making accurate observations about people and events, and they begin to use a variety of means to record their observations. They develop their own explanations for the observations they make and learn to question the accuracy of other people’s explanations. They begin to understand that people are more likely to believe an explanation if evidence or reasons are provided.

Standards

In Thinking Processes, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.