

## **(no-code)**

### **the causes, outbreak and course of the Second World War and the significance of Australian involvement**

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#### **Elaborations**

- investigating significant events and ideas during the inter-war years between the First World War and the Second World War, including the Treaty of Versailles (territorial concessions required by Germany and the imposition of war reparations), the and the Great Depression, rise of Adolf Hitler and the Nazi Party in Germany from 1933
- analysing the major events leading up to the outbreak of the Second World War, such as the Japanese of Manchuria, the Spanish Civil War, Italo–Abyssinian Wars, the annexation of Austria, the Munich Agreement and the annexation of the Sudetenland, the of Poland in 1939, the occupation of China and the attack on Pearl Harbor in 1941
- investigating the causes of the effects of the Treaty of Versailles on Germany, the structural weaknesses of the League of Nations, the rise of fascist and militarist regimes, and the failure of appeasement policies
- examining the reasons for Australia’s involvement in the Second World War, and the responses to the conflicts of prime minister Robert Menzies, “Australia is also at war” and prime minister John Curtin, “Australia looks to America”

Students learn about:

### **the causes, outbreak and course of the Second World War and the significance of A involvement**

(AC9HH10K01)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Responding to ethical issues**

- Making and reflecting on ethical decisions

#### **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms
- Recognise influences on ethical behaviour and perspectives

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Draw conclusions and provide reasons

#### **Resources**

#### **Work Samples**

### **WS01 - Second World War**

#### **Snapshot – Making and reflecting on ethical decisions**

#### **Ethical Understanding: Responding to ethical issues: Making and reflecting on et**

#### **Content description**

AC9HH10K01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider how values and beliefs influence approaches to ethical issues, and■analyse■how these

affect outcomes

- analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

### **Snapshot – Explore ethical concepts**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

##### **Content description**

AC9HH10K01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

##### **Content description**

AC9HH10K01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

##### **Content description**

AC9HH10K01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10K01

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10K01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Resource – WS01 - Second World War**

By the end of Year 10, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments, turning points or movements in 20th-century Australia and internationally, leading up to and through the Second World War, and the post-war world. They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.

Students develop and modify a range of questions about the past to inform historical inquiry. They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry. They analyse the origin, content, context and purpose of primary and secondary sources. Students evaluate the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement. They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives. They compare and evaluate different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

## **AC9HH10K01**

the causes, outbreak and course of the Second World War and the significance of Australian involvement

## AC9HH10K02

the places where Australians fought, and their perspectives and experiences during Second World War, such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and Kokoda

## AC9HH10K03

the significant events and turning points of the Second World War, including the Holocaust and use of the atomic bomb

## AC9HH10S01

develop and modify a range of historical questions about the past to inform historical inquiry

## AC9HH10S02

locate, identify and compare primary and secondary sources to use in a historical inquiry

## AC9HH10S05

analyse cause and effect, and evaluate patterns of continuity and change

## AC9HH10S06

compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values

## AC9HH10S08

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources

## AC9HH10K02

**the places where Australians fought, and their perspectives and experiences during the Second World War, such as the fall of Singapore, prisoners of war (POWs), the and**

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### Elaborations

- identifying places where Australians fought, such as North Africa (including Tobruk), Darwin, New Guinea (including ), Malaya and Singapore, and evaluating their significance
- investigating the significance of as the battle that halted the Japanese advance on Port Moresby and why it helped reinforce the Anzac legend
- comparing the experiences of various prisoners of war (POWs), such as the treatment of Australian POWs under German and Japanese control
- examining the perspectives of particular groups of POWs, such as those in camps in Ambon or Rabaul, those used as forced labour on the Thai–Burma Railway, or army nurses captured in Singapore

Students learn about:

**the places where Australians fought, and their perspectives and experiences during War, such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and**

(AC9HH10K02)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Engaging with cultural and linguistic diversity

- Develop multiple perspectives

#### Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

#### Growing Asia-Australia engagement

- Australia and Asia are interdependent through a range of historical and contemporary connections.

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### Inquiring

- Identify, process and evaluate information

#### Analysing

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms

## **Analysing**

- Interpret concepts and problems

## **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms

## **Analysing**

- Interpret concepts and problems

## **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms

## **Resources**

## **Work Samples**

### **WS01 - Second World War**

#### **Snapshot – Develop multiple perspectives**

##### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9HH10K02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

#### **Snapshot – Examine cultural perspectives and world views**

##### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine cultural perspectives and world views**

##### **Content description**

AC9HH10K02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

#### **Snapshot – Identify, process and evaluate information**

##### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HH10K02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Explore ethical concepts**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

#### **Content description**

AC9HH10K02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **Snapshot – Examine values, rights and responsibilities and ethical norms**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

#### **Content description**

AC9HH10K02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HH10K02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

context

### **Snapshot – Explore ethical concepts**

**Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

#### **Content description**

AC9HH10K02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

**Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

#### **responsibilities and ethical norms**

#### **Content description**

AC9HH10K02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

### **Snapshot – Interpret concepts and problems**

**Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HH10K02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

context

### **Snapshot – Explore ethical concepts**

**Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

#### **Content description**

AC9HH10K02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

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- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

**Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

#### **responsibilities and ethical norms**

#### **Content description**

AC9HH10K02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

## AC9HH10K03

### the significant events and of the Second World War, including the and use of the

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#### Elaborations

- explaining why particular events were significant in the European theatre of war, such as Germany's of Poland in 1939, the Blitzkrieg, the , Operation Overlord (the of Normandy), the Battle of the Bulge, and the Soviets' capture of Berlin
  - explaining why particular events were significant in the Asia-Pacific theatre of war, such as the Japanese occupation of China, the Japanese attack on Pearl Harbor in 1941, the fall of Singapore in 1942, the bombings of northern Australia, the American victory at the Battle of Midway in 1942, the Battle for and the Battle of Iwo Jima
  - examining the historical in which the occurred, including anti-Semitism and Nazi race theory
  - investigating the scale and significance of the using and , such as survivor testimonies
  - discussing the short- and long-term impacts of the on the Jewish community post-Second World War, such as coming to terms with the scale of loss, migration to Israel, Australia and the United States, and the creation of Yad Vashem and other centres, museums and memorials
  - identifying the race to build the by Germany, Japan and the USA, and analysing why the were dropped on Hiroshima and Nagasaki
  - investigating the effects of the on Hiroshima and Nagasaki, including short- and long-term effects on human health, and short- and long-term environmental effects on the cities and surrounding areas
- Students learn about:

### the significant events and turning points of the Second World War, including the Ho of the atomic bomb

(AC9HH10K03)

#### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Responding to ethical issues

- Explore ethical issues

#### Understanding ethical concepts and perspectives

- Explore ethical concepts

#### Engaging with cultural and linguistic diversity

- Develop multiple perspectives

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

#### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### Analysing

- Interpret concepts and problems

#### Analysing

- Interpret concepts and problems

#### Growing Asia-Australia engagement

- Australia and Asia are interdependent through a range of historical and contemporary connections.

#### Analysing

- Interpret concepts and problems

#### Analysing

- Interpret concepts and problems

#### Inquiring

- Identify, process and evaluate information



## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **Growing Asia-Australia engagement**

- Australia and Asia are interdependent through a range of historical and contemporary connections.

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **Growing Asia-Australia engagement**

- Australia and Asia are interdependent through a range of historical and contemporary connections.

## **Resources**

## **Work Samples**

## **WS01 - Second World War**

### **Snapshot – Explore ethical issues**

#### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

##### **Content description**

AC9HH10K03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

### **Snapshot – Explore ethical concepts**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

##### **Content description**

AC9HH10K03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9HH10K03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

## **Content description**

AC9HH10K03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## **Snapshot – Examine cultural perspectives and world views**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

## **Content description**

AC9HH10K03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9HH10K03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9HH10K03

### **Continuum extract**

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- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
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## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9HH10K03

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- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9HH10K03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HH10K03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9HH10K03

### **Continuum extract**

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- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9HH10K03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HH10K03

### **Continuum extract**

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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## Content description

AC9HH10K03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

## Content description

AC9HH10K03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## AC9HH10K04

**the effects of the Second World War, with a particular emphasis on the continuities and changes on the Australian home front, such as the changing roles of women and First Nations Australians, and the use of wartime government controls**

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### Elaborations

- discussing the introduction of conscription into Australia through the Citizen Military Forces as a change from the policies of First World War
- investigating the effects of the Second World War on the changing roles of women in Australia during the war (for example, women in the military [WAAAF, AWAS, WRANS], the Women's Land Army, factory work) contrasted with the continuities of their roles before and after the war
- investigating the impact of Second World War at a local and national level, such as the bombing of Darwin, the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast, the "Battle of Brisbane", the Cowra breakout and the Brisbane Line
- describing the effects of changes to individual rights and freedoms because of the National Security Act 1939, such as censorship of the media; detention of Japanese, German and Italian residents; banning groups opposed to the war on either political or religious grounds; and controls over the workforce ("manpower controls")
- identifying the barriers that affected First Nations Australians' enlistment in the Second World War, such as the lack of trust in their loyalty by the Australian Government, denial of their Aboriginal or Torres Strait Islander status and the notion that there would be disharmony between First Nations Australians and non-Indigenous Australian men
- examining the reasons for the Australian Government changing its views on including First Nations Australians in the defence forces, such as the critical shortage of soldiers, Torres Strait Light Infantry Battalion established in 1941 and specialised work undertaken by First Nations Australians; for example, the Nackeroos and the Northern Territory Special Reconnaissance Unit
- examining the changing roles of First Nations Australian men and women working as civilians for the army during the Second World War, such as increased employment opportunities in domestic work in hospitals, ammunition stacking, timber cutting and cement works, maintaining gardens, slaughtering cattle, and assembling and clearing gearboxes

Students learn about:

**the effects of the Second World War, with a particular emphasis on the continuities and changes on the Australian home front, such as the changing roles of women and First Nations Australians, and the use of wartime government controls**

# **the use of wartime government controls**

(AC9HH10K04)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Responding to ethical issues**

- Explore ethical issues

### **Understanding ethical concepts and perspectives**

- Recognise influences on ethical behaviour and perspectives

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting**

- Transfer knowledge

### **Analysing**

- Draw conclusions and provide reasons

### **Inquiring**

- Identify, process and evaluate information

### **Analysing**

- Interpret concepts and problems

## **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms
- Recognise influences on ethical behaviour and perspectives

### **Inquiring**

- Identify, process and evaluate information

## **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

### **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

### **Analysing**

- Draw conclusions and provide reasons

## **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

### **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

## **Social awareness**

- Community awareness

## **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

## **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

### **Snapshot – Explore ethical issues**

#### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

##### **Content description**

AC9HH10K04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise ethical behaviour and perspectives**

##### **Content description**

AC9HH10K04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives**

##### **Content description**

AC9HH10K04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9HH10K04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HH10K04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HH10K04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Transfer knowledge**

## **Critical and Creative Thinking: Reflecting: Transfer knowledge**

### **Content description**

AC9HH10K04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Draw conclusions and provide reasons**

## **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

### **Content description**

AC9HH10K04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HH10K04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual

information and digital sources

- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10K04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Explore ethical concepts**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore**

##### **Content description**

AC9HH10K04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

##### **Content description**

AC9HH10K04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

##### **Content description**

AC9HH10K04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual



information and digital sources

- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10K04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Community awareness**

#### **Personal and Social capability: Social awareness: Community awareness**

##### **Content description**

AC9HH10K04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

### **AC9HH10K05**

**the significance of the Second World War to Australia's immediate post-war economic, political and social development, and Australia's international relationships in the 20th century**

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##### **Elaborations**

- examining the role of Prime Minister Ben Chifley in post-war reconstruction
- evaluating the significance of the Second World War to Australia's changing relationship with Britain and the USA, particularly the shift in importance from the one to the other, such as the creation of the ANZUS alliance
- evaluating the short- and long-term effects of the Second World War on the emergence of Australia's deeper engagement with , such as the development of SEATO, the South Pacific Forum, APEC, the ASEAN Regional Forum and various trade alliances
- describing the involvement of Australia in the founding of the United Nations, such as the roles played by HV Evatt and Jessie Street in drafting the charter of the United Nations
- investigating the impact of the significant wave of post-war European and migration, including the Colombo Plan, and views about race, including attitudes towards First Nations Australians

Students learn about:

**the significance of the Second World War to Australia's immediate post-war economic, political and social development, and Australia's international relationships in the 20th century**

(AC9HH10K05)

##### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

##### **Growing Asia-Australia engagement**

- Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

##### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

##### **Inquiring**

- Identify, process and evaluate information

### **Analysing**

- Interpret concepts and problems
- Evaluate actions and outcomes

### **Analysing**

- Interpret concepts and problems
- Evaluate actions and outcomes

### **Growing Asia-Australia engagement**

- Australia and Asia are interdependent through a range of historical and contemporary connections.

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

### **Snapshot – Identify, process and evaluate information**

**Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret concepts and problems**

**Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HH10K05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Evaluate actions and outcomes**

**Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

#### **Content description**

AC9HH10K05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

### **Snapshot – Interpret concepts and problems**

**Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9HH10K05

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Evaluate actions and outcomes**

### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

#### **Content description**

AC9HH10K05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **AC9HH10K06**

**the commemoration of the Second World War, including different historical interpretations and debates**

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### **Elaborations**

- analysing the debate over the Battle for Australia 1942 and its commemoration since 2008
  - discussing the commemoration of , including the debate about the appropriateness of hiking the trail today as a form of commemoration
- Students learn about:

# **the commemoration of the Second World War, including different historical interpretations and debates**

(AC9HH10K06)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Responding to ethical issues**

- Explore ethical issues

### **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Recognise influences on ethical behaviour and perspectives

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

## **Snapshot – Explore ethical issues**

### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

#### **Content description**

AC9HH10K06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

## **Snapshot – Explore ethical concepts**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

#### **Content description**

AC9HH10K06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **Snapshot – Recognise influences on ethical behaviour and perspectives**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

#### **Content description**

AC9HH10K06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with

responsibilities or duties to determine ethically appropriate responses

- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

### **Content description**

AC9HH10K06

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Examine cultural perspectives and world views**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

### **Content description**

AC9HH10K06

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9HH10K06

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9HH10K06

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9HH10K06

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **AC9HH10K07**

### **the effects of significant post–Second World War world events, ideas and developments on Australian society**

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#### **Elaborations**

- analysing the causes and conditions that led to increased migration to Australia and changing public opinion and government policy, such as the publication of the mass murder of the or the plight of refugees in war-ravaged Europe
- describing the main features of a government policy that affected migration to Australia, such as the government’s “populate or perish” policy and the “White Australia” policy
- investigating the nature of the waves of migration (for example, from Europe in the 1950s–1960s, from different parts of in the 1970s–2000s, from the Middle East in the 1980s–1990s, from India in the 1990s–2000s or from Africa in the 2000s), the numbers of migrants from those countries since the Second World War and the reasons for those migrations, including push factors such as the effects of war, economic downturns or social upheaval, and pull factors such as Australia’s peaceful democracy and economic and educational opportunities

Students learn about:

### **the effects of significant post–Second World War world events, ideas and developments on Australian society**

(AC9HH10K07)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

##### **Responding to ethical issues**

- Explore ethical issues

##### **Understanding ethical concepts and perspectives**

- Recognise influences on ethical behaviour and perspectives

##### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

##### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

##### **Analysing**

- Interpret concepts and problems

##### **Inquiring**

- Identify, process and evaluate information

##### **Inquiring**

- Identify, process and evaluate information

##### **Growing Asia-Australia engagement**

- Australia and Asia are interdependent through a range of historical and contemporary connections.

#### **Snapshot – Explore ethical issues**

##### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

##### **Content description**

AC9HH10K07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

##### **Content description**

AC9HH10K07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9HH10K07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine cultural perspectives and world views**

##### **Content description**

AC9HH10K07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10K07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K07

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

#### Content description

AC9HH10K07

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## AC9HH10K08

### the causes of changes in perspectives, responses, and on migration that have Australian society since 1945

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#### Elaborations

- using sources to analyse the changing attitudes to the arrival of migrants in the 1950s, 1960s, 1970s and 1980s
- analysing the for and against the “White Australia” policy between 1964 and 1973 or the Child Migration scheme 1922–1967
- discussing the contribution of migration to Australia’s changing identity as a nation; for example, the influence of different cultural and religious groups with the arrival of different waves of migrants, such as those from Europe in the 1950s–1960s, from different parts of in the 1970s–2000s, from the Middle East in the 1980s–1990s, from India in the 1990s–2000s or from Africa in the 2000s
- discussing the debate over multiculturalism that arose in the 1980s
- discussing how debates over different aspects of Australia’s immigration and border protection policies have changed over time in light of international events, including consideration of issues such as mandatory detention of asylum seekers, humanitarian migration, business and skilled migration, and temporary protection visas, from the early 1990s to the present day

Students learn about:

### the causes of changes in perspectives, responses, beliefs and values on migration influenced Australian society since 1945

(AC9HH10K08)

#### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Responding to ethical issues

- Explore ethical issues
- Making and reflecting on ethical decisions

#### Understanding ethical concepts and perspectives

- Explore ethical concepts

#### Engaging with cultural and linguistic diversity

- Develop multiple perspectives



## **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Inquiring**

- Identify, process and evaluate information

### **Analysing**

- Interpret concepts and problems

### **Inquiring**

- Identify, process and evaluate information

## **Growing Asia-Australia engagement**

- Australia and Asia are interdependent through a range of historical and contemporary connections.

### **Inquiring**

- Identify, process and evaluate information

### **Analysing**

- Draw conclusions and provide reasons

### **Inquiring**

- Identify, process and evaluate information

## **Engaging with cultural and linguistic diversity**

- Develop empathy

## **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

## **Snapshot – Explore ethical issues**

### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

#### **Content description**

AC9HH10K08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

## **Snapshot – Making and reflecting on ethical decisions**

### **Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions**

#### **Content description**

AC9HH10K08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes
- analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

## **Snapshot – Explore ethical concepts**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

#### **Content description**

AC9HH10K08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9HH10K08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

## **Snapshot – Examine cultural perspectives and world views**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

#### **Content description**

AC9HH10K08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HH10K08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual

information and digital sources

- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

#### **Snapshot – Identify, process and evaluate information**

**Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

#### **Snapshot – Draw conclusions and provide reasons**

**Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10K08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

#### **Snapshot – Identify, process and evaluate information**

**Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

#### **Snapshot – Develop empathy**

**Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy**

##### **Content description**

AC9HH10K08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

#### **Snapshot – Reflect on the relationship between cultures and identities**

**Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

## Content description

AC9HH10K08

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## AC9HH10K09

**the causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the and the**

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### Elaborations

- investigating the political and societal impacts that contributed to First Nations Australians' campaigns for rights and freedoms, such as legal status at the Commonwealth and various state/territory levels, segregation and treatment on missions, and the policy of assimilation adopted in 1937 by the Aboriginal Welfare Conference of Commonwealth and State Authorities
- explaining the significance of the in the campaigns of First Nations Australians for rights and freedoms, including the significance of 26 January 1938 (150 years since the arrival of the First Fleet) and the national Indigenous rights meeting
- exploring accounts of the past experiences of First Nations Australians who were members of the and how these experiences the civil rights movement in Australia from the 1960s through to the present day

Students learn about:

**the causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations**

(AC9HH10K09)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Responding to ethical issues

- Explore ethical issues

#### Understanding ethical concepts and perspectives

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms
- Recognise influences on ethical behaviour and perspectives

#### Country/Place

- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius, were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.
- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional.

#### Inquiring

- Identify, process and evaluate information

#### Analysing

- Interpret concepts and problems

#### Analysing

- Interpret concepts and problems

### **Inquiring**

- Identify, process and evaluate information

### **Snapshot – Explore ethical issues**

#### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

##### **Content description**

AC9HH10K09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

### **Snapshot – Explore ethical concepts**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

##### **Content description**

AC9HH10K09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

##### **Content description**

AC9HH10K09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

##### **Content description**

AC9HH10K09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K09

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9HH10K09

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9HH10K09

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HH10K09

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **AC9HH10K10**

**the contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians and the extent to which they brought change to Australian society**

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### **Elaborations**

- investigating the lives of significant First Nations Australians and other Australians who contributed to the rights and freedoms of First Nations Australians, such as Neville Bonner, William Cooper, Fred Maynard (AAPA), Jack Patten, Sir Douglas Nicholls, Lady Gladys Nicholls, Vincent Lingiari, Charles Perkins, Shirley Smith, Gladys Elphick, Essie Coffee, Joyce Clague, Daisy Bindi, Gary Foley, Michael Anderson, Eddie Koiki Mabo and Lowitja O'Donoghue
- investigating First Nations Australian groups that contributed to changing Australian society, such as the Australian Aborigines League (Victoria), the Australian Aboriginal Progressive Association (AAPA) and Student Action for Aborigines

- examining the role of Christian, union and labour groups in the movement for First Nations Australians' rights and freedoms, including the foundation of the National Day of Mourning
- examining the ways some First Nations Australians' embracing of Christianity and Islam has interacted with their , identity and political freedoms

Students learn about:

## **the contributions of significant individuals and groups in the campaign for the recognition of rights of First Nations Australians and the extent to which they brought change to Australian society**

(AC9HH10K10)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

#### **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

#### **Country/Place**

- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius , were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.

#### **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Inquiring**

- Identify, process and evaluate information

#### **Social awareness**

- Community awareness

#### **Inquiring**

- Identify, process and evaluate information

#### **Social awareness**

- Community awareness

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Resources**

### **Work Samples**

## **WS02 - Building Modern Australia (Perspectives on an event)**

### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives**

### **Content description**

AC9HH10K10

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Explore the influence of cultures on interactions**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

### **Content description**

AC9HH10K10

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HH10K10

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Community awareness**

## **Personal and Social capability: Social awareness: Community awareness**

### **Content description**

AC9HH10K10

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HH10K10

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual



information and digital sources

- evaluate the information selected to determine bias and reliability

### **Snapshot – Community awareness**

**Personal and Social capability: Social awareness: Community awareness**

#### **Content description**

AC9HH10K10

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

### **Snapshot – Identify, process and evaluate information**

**Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K10

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

**Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K10

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Develop multiple perspectives**

**Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9HH10K10

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

**Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

#### **Content description**

AC9HH10K10

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9HH10K10

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Resource – WS02 - Building Modern Australia (Perspectives on an event)**

By the end of Year 10, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments, turning points or movements in 20th-century Australia and internationally, leading up to and through World War II, and the post-war world. They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.

Students develop and modify a range of questions about the past to inform historical inquiry. They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry. They analyse the origin, content, context and purpose of primary and secondary sources. Students evaluate the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement. They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives. They compare and evaluate different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

## **AC9HH10K10**

the contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians and the extent to which they brought change to Australian society

## **AC9HH10K11**

the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change

## **AC9HH10K13**

the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women

## **AC9HH10S03**

identify the origin and content of sources, and explain the purpose and context of primary and secondary sources

## **AC9HH10S05**

analyse cause and effect, and evaluate patterns of continuity and change

## **AC9HH10S06**

compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values

## **AC9HH10S08**

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources

## **AC9HH10K11**

**the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change**

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### **Elaborations**

- investigating the effects of the US civil rights movement of the 1960's and its influence on Australia in changing perspectives, and opinions; for example, outlining the in the USA, how they inspired civil rights campaigners in Australia and how they became a in the campaign of First Nations Australians for rights and freedoms
- creating a chronological account of the significant events in the movement for the civil rights of First Nations Australians, including the right to vote federally in 1962, , the 1967 Referendum, the Tent Embassy, the Mabo decision, prime minister Keating's , the Bringing Them Home report , the first Sorry Day, the and the
- explaining how significant events contributed to change; for example, legal changes, especially land rights, as a result of the Pilbara Strike, Palm Island Strike, Wave Hill Walk-Off, the Mabo decision, the Wik decision and the Tent Embassy; political changes as a result of the right to vote federally in 1962 and the 1967 Referendum; social changes as a result of the ; changes to advance Reconciliation as a result of the , the Bringing Them Home report , the Royal Commission into Deaths in Custody and the
- discussing how Reconciliation is not a single significant event or change, but an ongoing process of and healing between First Nations Australians and other Australians
- investigating the Mabo case and the significance of this event's contribution to understanding of and the land rights movement for First Nations Australians

Students learn about:

**the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change**

(AC9HH10K11)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Social awareness**

- Empathy
- Relational awareness

#### **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

#### **Country/Place**

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

#### **People**

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting**

- Transfer knowledge

### **Inquiring**

- Identify, process and evaluate information

## **Resources**

### **Work Samples**

## **WS02 - Building Modern Australia (Perspectives on an event)**

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9HH10K11

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Relational awareness**

#### **Personal and Social capability: Social awareness: Relational awareness**

##### **Content description**

AC9HH10K11

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse indicators of healthy and challenging relationships, and how to manage the differences
- evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K11

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

## **Content description**

AC9HH10K11

creating a chronological account of the significant events in the movement for the civil rights of First Nations Australians, including the right to vote federally in 1962, Freedom Rides, the 1967 Referendum, the Tent Embassy, the Mabo decision, prime minister Keating's Redfern Speech, the Bringing Them Home report, the first Sorry Day, the Apology to the Stolen Generations and the Uluru Statement from the Heart

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HH10K11

explaining how significant events contributed to change; for example, legal changes, especially land rights, as a result of the Pilbara Strike, Palm Island Strike, Wave Hill Walk-Off, the Mabo decision, the Wik decision and the Tent Embassy; political changes as a result of the right to vote federally in 1962 and the 1967 Referendum; social changes as a result of the Freedom Rides; changes to advance Reconciliation as a result of the Redfern Speech, the Bringing Them Home report, the Royal Commission into Deaths in Custody and the Apology to the Stolen Generations

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Draw conclusions and provide reasons**

### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

#### **Content description**

AC9HH10K11

explaining how significant events contributed to change; for example, legal changes, especially land rights, as a result of the Pilbara Strike, Palm Island Strike, Wave Hill Walk-Off, the Mabo decision, the Wik decision and the Tent Embassy; political changes as a result of the right to vote federally in 1962 and the 1967 Referendum; social changes as a result of the Freedom Rides; changes to advance Reconciliation as a result of the Redfern Speech, the Bringing Them Home report, the Royal Commission into Deaths in Custody and the Apology to the Stolen Generations

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K11

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual

information and digital sources

- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HH10K11

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K11

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **AC9HH10K12**

**the significant events, individuals and groups in the women's movement in Australia, and how they have changed the role and status of women**

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##### **Elaborations**

- investigating events connected to the changing roles and rights of women in the workforce since 1945 such as the repeal of the "marriage bar", the Sex Discrimination Act 1984, the changing nature of participation in employment and the gender pay gap
- examining the contributions of significant female leaders in Australian public life; for example, political leaders and activists, social reformers, sporting identities, artists and entertainers

Students learn about:

**the significant events, individuals and groups in the women's movement in Australia and how they have changed the role and status of women**

(AC9HH10K12)

##### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

##### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

##### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

##### **Social awareness**

- Empathy
- Relational awareness

##### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9HH10K12

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9HH10K12

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

##### **Content description**

AC9HH10K12

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9HH10K12

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Relational awareness**

#### **Personal and Social capability: Social awareness: Relational awareness**

## **Content description**

AC9HH10K12

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse indicators of healthy and challenging relationships, and how to manage the differences
- evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

## **Content description**

AC9HH10K12

investigating events connected to the changing roles and rights of women in the workforce since 1945 such as the repeal of the “marriage bar”, the Sex Discrimination Act 1984, the changing nature of participation in employment and the gender pay gap

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

## **Content description**

AC9HH10K12

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **AC9HH10K13**

**the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women**

- 
- 

### **Elaborations**

- identifying areas such as education, health care, housing and employment that are the focus for continued civil rights action for First Nations Australians, and discussing why there continues to be a need for such action
  - examining the changes in women’s rights in 20th- and 21st-century Australia, ranging from suffrage to election to state and commonwealth parliaments, employment law, reproductive rights, access to public places like hotels, and protections against domestic and family violence
  - investigating the changes in government policy in relation to migrants and how these policies have reflected and impacted on Australia’s changing place in the world; for example, the Racial Discrimination Act 1975
  - examining the ideas in and Australia’s responsibilities as a signatory to the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) (2007) and discussing how it influences calls for recognising the rights of First Nations Australians and First Peoples in other countries
- Students learn about:

**the continuing efforts to create change in the civil rights and freedoms in Australia,**



# Nations Australians, migrants and women

(AC9HH10K13)

## General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

### Social awareness

- Empathy
- Community awareness

### Culture

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

### Country/Place

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

### People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

## Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### Inquiring

- Identify, process and evaluate information

### Inquiring

- Identify, process and evaluate information

### Inquiring

- Identify, process and evaluate information

## Engaging with cultural and linguistic diversity

- Develop multiple perspectives

## Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

### Inquiring

- Identify, process and evaluate information

### Social awareness

- Community awareness

## Resources

## Work Samples

## WS02 - Building Modern Australia (Perspectives on an event)

### Snapshot – Empathy

#### Personal and Social capability: Social awareness: Empathy

#### Content description

AC9HH10K13

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## **Snapshot – Community awareness**

### **Personal and Social capability: Social awareness: Community awareness**

#### **Content description**

AC9HH10K13

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K13

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K13

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K13

investigating the changes in government policy in relation to migrants and how these policies have reflected and impacted on Australia's changing place in the world; for example, the Racial

Discrimination Act 1975

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9HH10K13

investigating the changes in government policy in relation to migrants and how these policies have reflected and impacted on Australia's changing place in the world; for example, the Racial Discrimination Act 1975

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9HH10K13

investigating the changes in government policy in relation to migrants and how these policies have reflected and impacted on Australia's changing place in the world; for example, the Racial Discrimination Act 1975

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

##### **Content description**

AC9HH10K13

investigating the changes in government policy in relation to migrants and how these policies have reflected and impacted on Australia's changing place in the world; for example, the Racial Discrimination Act 1975

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K13

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Community awareness**

#### **Personal and Social capability: Social awareness: Community awareness**

##### **Content description**

AC9HH10K13

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

### **AC9HH10K14**

**changing historical perspectives over time in relation to the developments in technology, public health, longevity, standard of living in the 20th century, and concern for the environment and sustainability**

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#### **Elaborations**

- identifying key developments in technology since 1945 that have changed the world in the following areas: the household, such as television, appliances, central heating and cooling; travel and trade, such as shipping and passenger jets; globalisation, mass consumption and communications, such as the microchip, satellites and digital systems
- discussing the growth in the world's population during the 20th century, including life expectancy changes in different parts of the world, and the depletion of natural resources
- identifying how the rise of the environmental movement around the world has changed people's perspectives on things such as developments in renewable energy technology and sustainability measures such as recycling

Students learn about:

**changing historical perspectives over time in relation to the developments in technology, public health, longevity, standard of living in the 20th century, and concern for the environment and sustainability**

(AC9HH10K14)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Responding to ethical issues**

- Explore ethical issues
- Making and reflecting on ethical decisions

#### **Understanding ethical concepts and perspectives**

- Explore ethical concepts

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

### **Snapshot – Explore ethical issues**

**Ethical Understanding: Responding to ethical issues: Explore ethical issues**

#### **Content description**

AC9HH10K14

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

### **Snapshot – Making and reflecting on ethical decisions**

#### **Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions**

##### **Content description**

AC9HH10K14

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes
- analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

### **Snapshot – Explore ethical concepts**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

##### **Content description**

AC9HH10K14

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9HH10K14

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9HH10K14

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine cultural perspectives and world views**

##### **Content description**

AC9HH10K14

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K14

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K14

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K14

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **AC9HH10K15**

**the origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration**

•

#### **Elaborations**

- describing the causes of the development of the Universal Declaration of Human Rights, such as the atrocities of the , the immense scale of destruction and displacement because of Second World War
- investigating the present significance of the Universal Declaration of Human Rights

Students learn about:

**the origins and significance of the Universal Declaration of Human Rights, including**

## **involvement in the development of the declaration**

(AC9HH10K15)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Responding to ethical issues**

- Explore ethical issues

#### **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

### **Snapshot – Explore ethical issues**

#### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

##### **Content description**

AC9HH10K15

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

### **Snapshot – Explore ethical concepts**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore**

##### **Content description**

AC9HH10K15

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine responsibilities and ethical norms**

##### **Content description**

AC9HH10K15

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K15

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

#### Content description

AC9HH10K15

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## AC9HH10K16

### causes and effects of the significant events and developments of the major global influences on Australia in the post-Second World War period

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#### Elaborations

- investigating how the fear of communism and the emergence of the impacted on Australian society, particularly in relation to political debates, immigration and some aspects of popular culture including music, film and sport
- examining the “the long boom” under prime minister Robert Menzies, in particular the expansion of industry exports (wool and iron ore) and the growth of protected manufacturing industries such as steel, textiles, electrical goods and automobiles, and the promotion of home ownership
- analysing the causes of cultural development and the effects on Australian society such as the post–Second World War baby boom and the resulting effect of the development of youth culture in the 1960s
- investigating America’s cultural influences, such as the arrival of television for the Melbourne Olympics (1956) and Bill Haley’s Australian tour (1957), and British popular influences, such as the Mersey sound and The Beatles’ tour of 1964
- comparing views on the and of rock ‘n’ roll, film and television across time, age and gender, such as issues of conservatism and rebellion, the challenge to established ideas and national identity
- analysing the causes and conditions that led to the environment movement and its effects on changing public opinion about protecting the environment, such as rapid population increase, urbanisation, increases in industrial pollution and waste, and species extinction

Students learn about:

### causes and effects of the significant events and developments of the major global influences on Australia in the post-Second World War period

(AC9HH10K16)

#### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Responding to ethical issues

- Explore ethical issues

#### Understanding ethical concepts and perspectives

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms



## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Analysing**

- Interpret concepts and problems

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

### **Analysing**

- Interpret concepts and problems

### **World views**

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

## **Snapshot – Explore ethical issues**

### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

#### **Content description**

AC9HH10K16

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

## **Snapshot – Explore ethical concepts**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

#### **Content description**

AC9HH10K16

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **Snapshot – Examine values, rights and responsibilities and ethical norms**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

#### **Content description**

AC9HH10K16

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K16

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K16

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10K16

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K16

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9HH10K16

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HH10K16

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

#### **Content description**

AC9HH10K16

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine cultural perspectives and world views**

#### **Content description**

AC9HH10K16

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HH10K16

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **AC9HH10K17**

**changing social, political, economic, cultural, environmental and technological conditions, and the**

## causes of a major global influence in Australia

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### Elaborations

- describing the impact of the Vietnam War on Vietnam and how the communist victory in Vietnam in 1975 resulted in the arrival of refugees into Australia
- investigating policies of multiculturalism since the 1970s and the concepts of cultural heritage and assimilation
- analysing post–Second World War population growth and the development of Australia’s culturally diverse society, using different types of graphs
- recognising the historic impact of the pictures of Earth taken during the Apollo 8 mission and how they people’s view of the world
- explaining events such as the struggle over American, British and French nuclear weapon testing in the Pacific from 1946 to 1996 or the sinking of the Rainbow Warrior in 1985
- evaluating the effectiveness of international protocols and treaties such as Kyoto (1997), the United Nations Framework Convention on Climate Change (since 1992) and the Washington Declaration (2007)
- identifying American and influences on Australian popular culture since the Second World War, such as through mainstream Hollywood and Bollywood films, and the animation film industry in China and Japan
- investigating the changing contribution of the Australian rock ‘n’ roll, film and television industries to Australian culture and identity through the development and export of music, film and television

Students learn about:

**changing social, political, economic, cultural, environmental and technological con**

## causes of a major global influence in Australia

(AC9HH10K17)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Responding to ethical issues

- Explore ethical issues

#### Understanding ethical concepts and perspectives

- Explore ethical concepts
- Recognise influences on ethical behaviour and perspectives

#### Engaging with cultural and linguistic diversity

- Develop multiple perspectives

#### Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

#### Navigating intercultural contexts

- Respond to biases, stereotypes, prejudices and discrimination

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### Analysing

- Interpret concepts and problems

#### Growing Asia-Australia engagement

- Australia and Asia are interdependent through a range of historical and contemporary connections.

#### Inquiring

- Identify, process and evaluate information

#### Growing Asia-Australia engagement

- Australia’s developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

#### Inquiring

- Identify, process and evaluate information

## **Investigating**

- Interpret data

## **Inquiring**

- Identify, process and evaluate information

## **World views**

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

## **Analysing**

- Interpret concepts and problems

## **World views**

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

## **Analysing**

- Evaluate actions and outcomes

## **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

## **Inquiring**

- Identify, process and evaluate information

## **Growing Asia-Australia engagement**

- Australia and Asia are interdependent through a range of historical and contemporary connections.

## **Understanding Asia's global significance**

- The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

## **Inquiring**

- Identify, process and evaluate information

## **Snapshot – Explore ethical issues**

### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

#### **Content description**

AC9HH10K17

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

## **Snapshot – Explore ethical concepts**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts and perspectives**

#### **Content description**

AC9HH10K17

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **Snapshot – Recognise influences on ethical behaviour and perspectives**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

#### **Content description**

AC9HH10K17

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

#### **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9HH10K17

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

#### **Snapshot – Explore the influence of cultures on interactions**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

#### **Content description**

AC9HH10K17

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

#### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination**

#### **Content description**

AC9HH10K17

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

#### **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HH10K17

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

#### **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K17

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HH10K17

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret data**

#### **Digital Literacy: Investigating: Interpret data**

### **Content description**

AC9HH10K17

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions
- analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HH10K17

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9HH10K17

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Evaluate actions and outcomes**

### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

#### **Content description**

AC9HH10K17

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K17

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K17

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **AC9HH10K18**

### **continuities and changes in perspectives, responses, and that have the Australian way of life**

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#### **Elaborations**

- explaining why environmental movements gained increasing public voice and identifying different perspectives
- investigating how Australians in the 1960s and 1970s, by the events of those decades, began to question the traditional notions of , a fair go, classlessness and democracy; for example, and the Vietnam War, the Women's Liberation Movement and the dismissal of the Whitlam government
- comparing and contrasting the policies relating to engagement with the Asia-Pacific of the governments led by prime minister Paul Keating (1991–1996) and prime minister John Howard (1996–2007)
- examining the nature of religion in Australia; for example, the changing attitudes to religious practice, the increase of non-Christian religions and non-traditional Christian churches

Students learn about:

### **continuities and changes in perspectives, responses, beliefs and values that have i**

#### **Australian way of life**



(AC9HH10K18)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Responding to ethical issues**

- Explore ethical issues

### **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Recognise influences on ethical behaviour and perspectives

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

### **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Analysing**

- Interpret concepts and problems

### **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

### **World views**

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

### **Inquiring**

- Identify, process and evaluate information

### **Analysing**

- Draw conclusions and provide reasons

### **Inquiring**

- Identify, process and evaluate information

## **Snapshot – Explore ethical issues**

### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

#### **Content description**

AC9HH10K18

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

## **Snapshot – Explore ethical concepts**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

#### **Content description**

AC9HH10K18

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **Snapshot – Recognise influences on ethical behaviour and perspectives**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

#### **Content description**

AC9HH10K18

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9HH10K18

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

## **Snapshot – Examine cultural perspectives and world views**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine cultural perspectives and world views**

#### **Content description**

AC9HH10K18

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, stereotypes, prejudices and discrimination**

#### **Content description**

AC9HH10K18

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HH10K18

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K18

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10K18

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10K18

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **AC9HH10K19**

#### **the effects of global influences on Australia's changing identity as a nation and its international relationships**

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##### **Elaborations**

- investigate how the broad foreign policy and international relations policies of prime minister Gough Whitlam (1972–1975), prime minister Malcolm Fraser (1975–1983), prime minister Bob Hawke (1983–1991) in relation to cultural exchange, migration, trade and defence shaped Australia's national identity
- discussing the changing nature of the music, film and television industries in Australia during the post-war period, including the influence of overseas developments such as rock 'n' roll, disco, punk, grunge, indie and other music genres; Hollywood, Bollywood and the animation film industry in China and Japan; and the development of satellite broadcast on television
- investigating Australia's contribution to international popular culture in music, film, television

and sport, and the recognition of Australian creative and performing arts internationally

- discussing the rising economic and political influence of countries such as China and India since the end of the

- examining the role of digital media, including social media, in shaping Australian society and connecting to global relationships

Students learn about:

## **the effects of global influences on Australia's changing identity as a nation and its i relationships**

(AC9HH10K19)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities
- Explore the influence of cultures on interactions

#### **Growing Asia-Australia engagement**

- Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

##### **Inquiring**

- Identify, process and evaluate information

##### **Inquiring**

- Identify, process and evaluate information

##### **Understanding Asia's global significance**

- The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

##### **Inquiring**

- Identify, process and evaluate information

##### **Inquiring**

- Identify, process and evaluate information

##### **Inquiring**

- Identify, process and evaluate information

##### **Growing Asia-Australia engagement**

- Australia and Asia are interdependent through a range of historical and contemporary connections.

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities**

##### **Content description**

AC9HH10K19

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

##### **Content description**

AC9HH10K19

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K19

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K19

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K19

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K19

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

- evaluate the information selected to determine bias and reliability

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K19

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **AC9HH10K20**

### **different historical interpretations and debates during the second half of the 20th century**

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#### **Elaborations**

- discussing the concept of popular culture and how First Nations Australians became more assertive in the development of their own arts industries and influences; for example, the role of Bangarra Dance Theatre in advancing First Nations Australians' cultures, , stories and concerns through dance and music
- discussing the significant movements for rights and freedom in the world, such as the US Civil Rights movement, the rights movement of First Nations Peoples of Australia, South Africa's anti-apartheid movement, women's movements, LGBTQI+ movements and environmental movements
- investigating the rise of political and religious extremism, and the impact of the events of 11 September 2001 and the 2002 Bali bombings on immigration to Australia
- discussing the global debate over the use of nuclear energy from the 1960s to the present and its change over time, including for and against its use as an alternative to fossil fuels, and the effects of nuclear disasters such as Three Mile Island (1979), Chernobyl (1986) and Fukushima Daiichi (2011)
- investigating the change in debate about climate change over time from the 1960s to the present

Students learn about:

### **different historical interpretations and debates during the second half of the 20th century**

(AC9HH10K20)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Responding to ethical issues**

- Explore ethical issues

#### **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Recognise influences on ethical behaviour and perspectives

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Inquiring**

- Identify, process and evaluate information

## **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

## **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

## **Inquiring**

- Identify, process and evaluate information

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **World views**

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **World views**

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

## **Snapshot – Explore ethical issues**

### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

#### **Content description**

AC9HH10K20

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

## **Snapshot – Explore ethical concepts**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts and perspectives**

#### **Content description**

AC9HH10K20

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **Snapshot – Recognise influences on ethical behaviour and perspectives**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

#### **Content description**

AC9HH10K20

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9HH10K20

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

## **Snapshot – Examine cultural perspectives and world views**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

#### **Content description**

AC9HH10K20

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9HH10K20

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K20

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**



## **Content description**

AC9HH10K20

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9HH10K20

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

## **Content description**

AC9HH10K20

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9HH10K20

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

## **Content description**

AC9HH10K20

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

- evaluate the information selected to determine bias and reliability

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HH10K20

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10K20

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **AC9HH10S01**

### **develop and modify a range of historical questions about the past to inform historical inquiry**

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#### **Elaborations**

- identifying, planning to investigate and investigating a specific historical question or issue
- developing a range of questions about aspects of the past that require historical
- modifying a key question or related questions in an inquiry, depending on the suitability of the sources available
- determining whether a key question or related questions are too broad or narrow given the requirements of the investigation

Students learn about:

### **develop and modify a range of historical questions about the past to inform historical inquiry**

(AC9HH10S01)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Inquiring**

- Develop questions

#### **Speaking and listening**

- Interacting

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Inquiring**

- Develop questions

#### **Inquiring**

- Develop questions

#### **Inquiring**

- Develop questions

## **Inquiring**

- Develop questions

## **Resources**

## **Work Samples**

### **WS01 - Second World War**

#### **Snapshot – Develop questions**

##### **Critical and Creative Thinking: Inquiring: Develop questions**

###### **Content description**

AC9HH10S01

###### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

#### **Snapshot – Interacting**

##### **Literacy: Speaking and listening: Interacting**

###### **Content description**

AC9HH10S01

###### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

#### **Snapshot – Develop questions**

##### **Critical and Creative Thinking: Inquiring: Develop questions**

###### **Content description**

AC9HH10S01

###### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

#### **Snapshot – Develop questions**

##### **Critical and Creative Thinking: Inquiring: Develop questions**

###### **Content description**

AC9HH10S01

###### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Snapshot – Develop questions**

## **Critical and Creative Thinking: Inquiring: Develop questions**

### **Content description**

AC9HH10S01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Snapshot – Develop questions**

## **Critical and Creative Thinking: Inquiring: Develop questions**

### **Content description**

AC9HH10S01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Resource – WS01 - Second World War**

By the end of Year 10, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments, turning points or movements in 20th-century Australia and internationally, leading up to and through the Second World War, and the post-war world. They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.

Students develop and modify a range of questions about the past to inform historical inquiry. They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry. They analyse the origin, content, context and purpose of primary and secondary sources. Students evaluate the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement. They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives. They compare and evaluate different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

## **AC9HH10K01**

the causes, outbreak and course of the Second World War and the significance of Australian involvement

## **AC9HH10K02**

the places where Australians fought, and their perspectives and experiences during Second World War, such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and Kokoda

## **AC9HH10K03**

the significant events and turning points of the Second World War, including the Holocaust and use of the atomic bomb

## **AC9HH10S01**

develop and modify a range of historical questions about the past to inform historical inquiry

## **AC9HH10S02**

locate, identify and compare primary and secondary sources to use in a historical inquiry

## **AC9HH10S05**

analyse cause and effect, and evaluate patterns of continuity and change

## **AC9HH10S06**

compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values

## **AC9HH10S08**

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources

## **AC9HH10S02**

**locate, identify and compare and to use in a historical inquiry**

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### **Elaborations**

- selecting relevant and useful historical sources from bases such as Trove and state libraries
- identifying information in a or secondary source that matches the historical questions being asked
- comparing multiple or and selecting the source/s most pertinent to the historical research being conducted

Students learn about:

**locate, identify and compare primary and secondary sources to use in a historical in**

(AC9HH10S02)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Inquiring**

- Identify, process and evaluate information

#### **Reading and viewing**

- Understanding texts

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Inquiring**

- Identify, process and evaluate information

#### **Investigating**

- Locate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Resources**

#### **Work Samples**

### **WS01 - Second World War**

**Snapshot – Identify, process and evaluate information**

**Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati**

**Content description**

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9HH10S02

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

#### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to

purpose and audience

- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10S02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Locate information**

### **Digital Literacy: Investigating: Locate information**

#### **Content description**

AC9HH10S02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- locate, select and retrieve relevant information from multiple sources, exploring advanced search

functions and targeted criteria

- locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **AC9HH10S03**

#### **identify the origin and content of sources, and explain the purpose and context of primary and secondary sources**

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##### **Elaborations**

- explaining the historical context of a source and identifying any gaps or inaccuracies in the source
- analysing the intent of the author and the features of the source to determine the purpose and context of the source
- describing stylistic elements of sources, such as artistic or architectural, to inform the meaning of sources

Students learn about:

#### **identify the origin and content of sources, and explain the purpose and context of primary and secondary sources**

##### **secondary sources**

(AC9HH10S03)

##### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

##### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

##### **Inquiring**

- Identify, process and evaluate information

##### **Reading and viewing**

- Understanding texts

##### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional.



## **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Recognise influences on ethical behaviour and perspectives

## **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

## **Responding to ethical issues**

- Explore ethical issues

## **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

## **Inquiring**

- Identify, process and evaluate information

## **Reflecting**

- Transfer knowledge

## **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

## **Related content**

This content description can be taught with the following content descriptions from other learning areas.

AC9E10LY01

## **Resources**

## **Work Samples**

## **WS02 - Building Modern Australia (Perspectives on an event)**

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10S03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10S03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9HH10S03

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

#### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

## **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

## **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

## **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

## **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

## **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Explore ethical concepts**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

#### **Content description**

AC9HH10S03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **Snapshot – Recognise influences on ethical behaviour and perspectives**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

#### **Content description**

AC9HH10S03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

## **Snapshot – Reflect on the relationship between cultures and identities**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

## **Content description**

AC9HH10S03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## **Snapshot – Examine cultural perspectives and world views**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine cultural perspectives and world views**

## **Content description**

AC9HH10S03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **Snapshot – Explore ethical issues**

### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

## **Content description**

AC9HH10S03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

## **Snapshot – Reflect on the relationship between cultures and identities**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

## **Content description**

AC9HH10S03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## **Snapshot – Examine cultural perspectives and world views**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine cultural perspectives and world views**

## **Content description**

AC9HH10S03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HH10S03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9HH10S03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

## **Snapshot – Examine cultural perspectives and world views**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine**

#### **perspectives and world views**

#### **Content description**

AC9HH10S03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **Resource – WS02 - Building Modern Australia (Perspectives on an event)**

By the end of Year 10, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments, turning points or movements in 20th-century Australia and internationally, leading up to and through World War II, and the post-war world. They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.

Students develop and modify a range of questions about the past to inform historical inquiry. They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry. They analyse the origin, content, context and purpose of primary and secondary sources. Students evaluate the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement. They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives. They compare and evaluate different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

## **AC9HH10K10**

the contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians and the extent to which they brought change to Australian society

## **AC9HH10K11**

the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change

## **AC9HH10K13**

the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women

## **AC9HH10S03**

identify the origin and content of sources, and explain the purpose and context of primary and secondary sources

## **AC9HH10S05**

analyse cause and effect, and evaluate patterns of continuity and change

## **AC9HH10S06**

compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values

## **AC9HH10S08**

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources

## **AC9HH10S04**

**explain the of and , and the reliability of the information as evidence**

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### **Elaborations**

- identifying perspectives absent from sources and the extent to which this may affect
- explaining the bias of the author and the intent of a source, and the extent to which this may affect reliability
- determining the of sources by corroborating with other sources of information
- examining that the reliability and of a source depends on the questions asked of it; for example, an account having a particular historical perspective and therefore being of use in revealing past prevailing attitudes
- determining whether or not the information in one historical source can be verified by information in another historical source
- comparing a range of historical sources and identifying similarities, differences and inconsistencies in interpretations

Students learn about:

**explain the usefulness of primary and secondary sources, and the reliability of the i evidence**

(AC9HH10S04)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Inquiring**

- Identify, process and evaluate information

#### **Reading and viewing**

- Understanding texts

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Understanding ethical concepts and perspectives**

- Recognise influences on ethical behaviour and perspectives

### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

### **Understanding ethical concepts and perspectives**

- Recognise influences on ethical behaviour and perspectives

### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

### **Analysing**

- Interpret concepts and problems

### **Inquiring**

- Identify, process and evaluate information

### **Understanding ethical concepts and perspectives**

- Recognise influences on ethical behaviour and perspectives

### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting**

- Transfer knowledge

### **Understanding ethical concepts and perspectives**

- Recognise influences on ethical behaviour and perspectives

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10S04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10S04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S04

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9HH10S04

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

#### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience



- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Recognise influences on ethical behaviour and perspectives**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise ethical behaviour and perspectives**

#### **Content description**

AC9HH10S04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

## **Snapshot – Examine cultural perspectives and world views**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

#### **Content description**

AC9HH10S04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise ethical behaviour and perspectives**

##### **Content description**

AC9HH10S04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9HH10S04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10S04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise ethical behaviour and perspectives**

##### **Content description**

AC9HH10S04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9HH10S04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HH10S04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise ethical behaviour and perspectives**

##### **Content description**

AC9HH10S04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop**

## **perspectives**

### **Content description**

AC9HH10S04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Examine cultural perspectives and world views**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

### **Content description**

AC9HH10S04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **AC9HH10S05**

### **analyse cause and effect, and evaluate patterns of continuity and change**

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#### **Elaborations**

- identifying the various manifestations or effects of an event in different geographical locations, using interactive timelines
- organising a range of sources in chronological order to support the development of a historical about significant causes
- explaining the links between the main ideas, actions and individuals of an event, and drawing links between them by placing them in sequence; for example, sequencing the campaigns in the USA and Australia, and explaining the links between the 2 campaigns

Students learn about:

### **analyse cause and effect, and evaluate patterns of continuity and change**

(AC9HH10S05)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Reading and viewing**

- Understanding texts

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Inquiring**

- Identify, process and evaluate information

#### **Reflecting**

- Transfer knowledge

#### **Inquiring**

- Identify, process and evaluate information

#### **Reflecting**

- Transfer knowledge

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting**

- Transfer knowledge

### **Resources**

### **Work Samples**

## **WS01 - Second World War**

## **WS02 - Building Modern Australia (Perspectives on an event)**

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10S05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10S05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9HH10S05

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

##### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts

- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HH10S05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HH10S05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9HH10S05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

## **AC9HH10S06**

**compare perspectives in sources and explain how these are by significant events, ideas, locations, and**

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#### **Elaborations**

- comparing interpretations and evaluating differences in relation to the ideas, locations, and that have them
- explaining the links between the continuities over the period, such as the experiences and treatment of First Nations Australians, women and migrants
- analysing the views of men and women at different times regarding gender equality in Australia and explaining how these views might reflect changing and attitudes
- explaining why some perspectives in the past may not have been recorded

Students learn about:

**compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values**

(AC9HH10S06)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Reading and viewing**

- Understanding texts

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Understanding ethical concepts and perspectives**

- Recognise influences on ethical behaviour and perspectives

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

#### **Inquiring**

- Identify, process and evaluate information

#### **Reflecting**

- Transfer knowledge

#### **Understanding ethical concepts and perspectives**

- Recognise influences on ethical behaviour and perspectives



## **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

## **Inquiring**

- Identify, process and evaluate information

## **Reflecting**

- Transfer knowledge

## **Social awareness**

- Empathy

## **Related content**

This content description can be taught with the following content descriptions from other learning areas.

AC9E10LY03

AC9E10LY05

## **Resources**

## **Work Samples**

### **WS01 - Second World War**

### **WS02 - Building Modern Australia (Perspectives on an event)**

#### **Snapshot – Interpret concepts and problems**

##### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10S06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

#### **Snapshot – Draw conclusions and provide reasons**

##### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10S06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

#### **Snapshot – Understanding texts**

##### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9HH10S06

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources

- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style

- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

#### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

#### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

##### **Content description**

AC9HH10S06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9HH10S06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine cultural perspectives and world views**

##### **Content description**

AC9HH10S06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual

information and digital sources

- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HH10S06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise ethical behaviour and perspectives**

##### **Content description**

AC9HH10S06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives**

##### **Content description**

AC9HH10S06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9HH10S06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S06

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9HH10S06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

## **Snapshot – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9HH10S06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## **AC9HH10S07**

### **analyse different and contested historical interpretations**

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- 

#### **Elaborations**

- exploring debates about the historical period or topic studied, such as the “Brisbane Line”, “reds under the bed” and McCarthyism
- identifying different interpretations and constructing an about which interpretation has the evidence to support it
- analysing how historians have changed the way they interpret the event under investigation over time, such as a change in view with the discovery of more sources
- constructing a historical that identifies different possibilities in interpretation, organising ideas to build an , presents a particular point of view with consistent reference to the evidence available, and uses

Students learn about:

### **analyse different and contested historical interpretations**

(AC9HH10S07)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons
- Evaluate actions and outcomes

#### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting**

- Transfer knowledge

### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting**

- Transfer knowledge

### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting**

- Transfer knowledge

### **Related content**

This content description can be taught with the following content descriptions from other learning areas.

AC9E10LY05

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Evaluate actions and outcomes**

## **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

### **Content description**

AC9HH10S07

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

## **Snapshot – Examine cultural perspectives and world views**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

### **Content description**

AC9HH10S07

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9HH10S07

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Draw conclusions and provide reasons**

### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

### **Content description**

AC9HH10S07

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HH10S07

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

- evaluate the information selected to determine bias and reliability

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources



- evaluate the information selected to determine bias and reliability

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

- evaluate the information selected to determine bias and reliability

## **Snapshot – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9HH10S07

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

## **AC9HH10S08**

**create descriptions, explanations and historical , using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources**

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#### **Elaborations**

- developing an extended text that explains, analyses and evaluates a historical event, development or movement for and audience; for example, organising ideas and information to present relevant historical knowledge about the impact of a global event on a community to be presented to peers
- constructing a historical that identifies different possibilities in interpretation, synthesises ideas to build an , presents a particular point of view that incorporates and evaluates available evidence
- developing a historical explanation or interpretation, using historical concepts and terms to build understanding of , significance, and the impact of the event or development
- presenting a historical , such as essay, oral presentation, debate, interactive digital or non-digital display, online conference or forum incorporating evidence

Students learn about:

**create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources**

(AC9HH10S08)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Interacting

#### **Writing**

- Creating texts

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Analysing**

- Draw conclusions and provide reasons

#### **Social awareness**

- Empathy

#### **Analysing**

- Draw conclusions and provide reasons

#### **Social management**

- Communication

## **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Social awareness**

- Empathy

## **Social management**

- Communication

## **Analysing**

- Draw conclusions and provide reasons

## **Inquiring**

- Identify, process and evaluate information

## **Creating and exchanging**

- Create, communicate and collaborate

## **Related content**

This content description can be taught with the following content descriptions from other learning areas.

AC9E10LY06

AC9E10LY07

## **Resources**

## **Work Samples**

## **WS01 - Second World War**

## **WS02 - Building Modern Australia (Perspectives on an event)**

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HH10S08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10S08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9HH10S08

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only

- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources

- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9HH10S08

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9HH10S08

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

#### **Text forms and features**

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)

- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

### **Vocabulary**

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

### **Crafting ideas**

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

### **Text forms and features**

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

### **Vocabulary**

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

### **Crafting ideas**

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

### **Text forms and features**

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

### **Vocabulary**

- uses complex abstractions (e.g. "economic", "sociocultural")

## **Snapshot – Draw conclusions and provide reasons**

### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

#### **Content description**

AC9HH10S08

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

## **Snapshot – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9HH10S08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## **Snapshot – Draw conclusions and provide reasons**

### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

#### **Content description**

AC9HH10S08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9HH10S08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communicate responsively**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

#### **Content description**

AC9HH10S08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

## **Snapshot – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9HH10S08

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9HH10S08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Draw conclusions and provide reasons**

#### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

##### **Content description**

AC9HH10S08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HH10S08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Create, communicate and collaborate**

#### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

##### **Content description**

AC9HH10S08

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups