(no-code)

the causes and effects of European expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to and migration

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Elaborations

• identifying and describing the causes of the movement of peoples in the world, including the push factors (for example, the , the , the , discrimination and persecution, forced migration such as slavery and convict settlements) and pull factors (for example, the promise of a better life, employment opportunities, space and personal freedom)

• identifying and describing the effects of the movements of peoples on colonised peoples, such as dispossession, disease, and destruction of traditional society and culture

• examining on the movement of peoples in the period, such as the number of slaves transported and the nations/places involved, including Portugal, Britain, France, Spain, North America, or the number of people forced to migrate from Ireland due to the potato famine, and the nations/places they emigrated to, such as the United States, Canada and Australia

Students learn about:

the causes and effects of European imperial expansion and the movement of people and early 19th centuries, and the different responses to colonisation and migration

(AC9HH9K01)

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

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

Inquiring

• Identify, process and evaluate information

Investigating

• Acquire and collate data
• Interpret data

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HH9K01

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: Explor

Content description

AC9HH9K01

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: Deve perspectives

Content description

AC9HH9K01

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 c relationship between cultures and identities

Content description

AC9HH9K01

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

AC9HH9K01

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

AC9HH9K01

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 informatic

Content description

AC9HH9K01

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 – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9HH9K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance
• collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HH9K01

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

AC9HH9K02

the key social, cultural, economic and political changes and their significance in the development of Australian society during the period

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Elaborations

• examining the different of the Australian and explaining their influences; for example, analysing and evaluating the effects of physical isolation on the development of the Swan River Colony in Western Australia, the deliberate exclusion of convicts in the of South Australia, the discovery of gold on the development of Victoria, and the expansion across the Blue Mountains in New South Wales
• examining the development of Australia's economy from the early days of settlement up to the First World War, in particular agricultural and pastoral industries, and the key role played by the "squattocracy" and figures such as Elizabeth Macarthur
Students learn about:

the key social, cultural, economic and political changes and their significance in the
of Australian society during the period

(AC9HH9K02)

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

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 – 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

AC9HH9K02

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

AC9HH9K02

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9K02

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

AC9HH9K02

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

AC9HH9K03

the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia

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Elaborations

• investigating Cook's "secret" instructions from the Lords of the Admiralty (30 July 1768) that requested him to "with the Consent of the Natives to take possession of the Convenient Situations in the Country in the Name of the King of Great Britain" with relation to understanding of

• examining the effects of , such as frontier conflict and massacres of First Nations Australians, the spread of European diseases and the destruction of cultural lifestyles

• explaining the contribution of various industries such as wheat, wool, beef, mining, cotton, fishing, pearling and whaling to Australia's economic development and prosperity over the 19th century, as well as the associated impacts on the ecosystems; for example, the loss of native plants, compacting of soil, water run-off

• analysing the impact of by Europeans on First Nations Australians such as frontier warfare, massacres, removal from land, and relocation to "protectorates", reserves and missions

• investigating how First Nations Australians responded to , including through making important contributions to the various industries that were established on their lands and waters, adopting Christianity and other settler religions

• investigating the forcible removal of children from First Nations Australian families in the late 19th century and 20th century (leading to the), including the motivations for the removal of children, the practices and laws that were in place, and experiences of separation

Students learn about:

the causes and effects of European contact and extension of settlement, including t the First Nations Peoples of Australia

(AC9HH9K03)

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 empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

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

• 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

Responding to ethical issues

• Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

• Explore ethical concepts

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Systems

• Social, economic and political systems influence the sustainability of Earth's systems.

Analysing

• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

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

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9HH9K03

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 o relationship between cultures and identities

Content description

AC9HH9K03

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 – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9HH9K03

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 – Making and reflecting on ethical decisions

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

Content description

AC9HH9K03

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: Explor

Content description

AC9HH9K03

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 – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9HH9K03

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

AC9HH9K03

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

AC9HH9K03

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 informati
Content description
AC9HH9K03
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: Deve
perspectives
Content description
AC9HH9K03
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 – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati
Content description
AC9HH9K03
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: Deve
perspectives
Content description
AC9HH9K03
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
AC9HH9K03

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

AC9HH9K04

significant events, ideas, people, groups and movements in the development of Australian society

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•

Elaborations

• discussing the rise of nationalist sentiment in Australia in the mid- to late 19th century

• explaining the factors that contributed to and the development of democracy in Australia, such as defence concerns, economic concerns and the 1890s depression, the "White Australia" ideal, nationalist ideals and

• describing the key steps to , such as the Australasian Conference (1890), the first Federal Constitutional Convention (1891), the second Federal Constitutional Convention (1897–1898), the first referendum on the Federal Constitution (1898), the second referendum on the Federal Constitution (1899), the Commonwealth of Australia Constitution Act (1900) and Day (1 January 1901)

• examining the influences on the development of the Australian Constitution, such as the British Westminster system, the Washington system and federalism

• analysing the significance of the advance of women's voting rights to the development of , including the suffragist movements, the Christian Women's Temperance Union and the Commonwealth Franchise Act 1902

• investigating key people and groups involved in the movement and the development of an Australian identity, such as Sir Henry Parkes, Sir Samuel Griffith, William Guthrie Spence, John Feltham Archibald, Catherine Helen Spence, Alfred Deakin, Tom Roberts, Frederick McCubbin, Arthur Streeton, Joseph Furphy, Barbara Baynton, Banjo Paterson, Henry Lawson, leagues", the Australian Natives Association and The Bulletin

Students learn about:

significant events, ideas, people, groups and movements in the development of Aus

(AC9HH9K04)

General capabilities and cross-curriculum priorities

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

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

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Social awareness

• Community awareness

Inquiring

• Identify, process and evaluate information

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HH9K04

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: Deve perspectives

Content description

AC9HH9K04

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 c relationship between cultures and identities

Content description

AC9HH9K04

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

AC9HH9K04

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 informatic

Content description

AC9HH9K04

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

AC9HH9K04

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 informatic

Content description

AC9HH9K04

describing the key steps to Federation, such as the Australasian Federation Conference (1890), the first Federal Constitutional Convention (1891), the second Federal Constitutional Convention (1897–1898), the first referendum on the Federal Constitution (1898), the second referendum on the Federal Constitution (1899), the Commonwealth of Australia Constitution Act (1900) and Federation Day (1 January 1901)

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

AC9HH9K04

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

AC9HH9K04

analysing the significance of the advance of women's voting rights to the development of Australian democracy, including the suffragist movements, the Christian Women's Temperance Union and the Commonwealth Franchise Act 1902

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 – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HH9K04

analysing the significance of the advance of women's voting rights to the development of Australian democracy, including the suffragist movements, the Christian Women's Temperance Union and the Commonwealth Franchise Act 1902

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 informati

Content description

AC9HH9K04

investigating key people and groups involved in the Federation movement and the development of an Australian identity, such as Sir Henry Parkes, Sir Samuel Griffith, William Guthrie Spence, John Feltham Archibald, Catherine Helen Spence, Alfred Deakin, Tom Roberts, Frederick McCubbin, Arthur Streeton, Joseph Furphy, Barbara Baynton, Banjo Paterson, Henry Lawson, "Federation leagues", the Australian Natives Association and The Bulletin

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

AC9HH9K05

continuities and changes and their effects on ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in Australian society

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•

Elaborations

• examining the living and working conditions in Australia around 1900 and making comparisons between different settings (for example, rural versus urban) using sources such as photographs, paintings, diaries and newspapers
• examining the social and political impact of religious sectarianism between Catholics and Protestants in the formation of the Australian nation
• identifying the main features of housing, sanitation, transport, education, agriculture and industry that living and working conditions in Australia around 1900 and comparing them with early around 1800
• explaining how laws made by the federal parliament, such as those resulting from the Harvester Judgement or the introduction of pensions, affected working conditions and standards of living
Students learn about:

continuities and changes and their effects on ways of life and living conditions, poli

legal institutions, and cultural expression around the turn of the 20th century in Aus

society

(AC9HH9K05)
General capabilities and cross-curriculum priorities

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

Understanding ethical concepts and perspectives

• Examine values, rights and responsibilities and ethical norms
• Recognise influences on ethical behaviour and perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
• Explore the influence of cultures on interactions

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

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Snapshot – Examine values, rights and responsibilities and ethical norms

Ethical Understanding: Understanding ethical concepts and perspectives: Examin responsibilities and ethical norms

Content description

AC9HH9K05

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: Recogn ethical behaviour and perspectives

Content description

AC9HH9K05

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 o relationship between cultures and identities

Content description

AC9HH9K05
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

AC9HH9K05
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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9K05
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

AC9HH9K05
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

AC9HH9K05
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

AC9HH9K05

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

AC9HH9K05

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

AC9HH9K05

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

AC9HH9K06

different experiences and perspectives of , settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, and

•

•

Elaborations

• investigating the experiences of a specific group of arrivals to Australia, such as convicts in Sydney, Hobart or Brisbane, or free settlers in Melbourne, Adelaide, Perth or Darwin
• examining how convicts transported to Australia were able to begin new lives away from the rigid class structures of English society, with many of them making significant contributions to the emerging colonial society; for example, Francis Greenway and Samuel Terry
• describing the impact of changes brought about by non-indigenous groups on First Nations Australians
• examining the experiences of non-Europeans in Australia prior to the 1900s, such as Japanese pearlers in Darwin, Chinese people on the goldfields in Victoria and New South Wales, South Sea Islanders on sugar plantations in Queensland, and Afghan cameleers in central Australia
• exploring the perspectives and experiences of First Nations Australians, including discussing terms in relation to Australian history such as , and "settlement", and why these continue to be contested within society today

Students learn about:

different experiences and perspectives of colonisers, settlers and First Nations Aus

impact of these experiences on changes to Australian society's ideas, beliefs and va

(AC9HH9K06)

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

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

Analysing

• Interpret concepts and problems

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.

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

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.

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HH9K06

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: Explor

Content description

AC9HH9K06

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: Deve perspectives

Content description

AC9HH9K06

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

AC9HH9K06

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 informatic

Content description

AC9HH9K06

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

AC9HH9K06

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
AC9HH9K06
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

AC9HH9K07

the development of Australian society in relation to other nations in the world by 1914, including the effects of ideas and movements of people

•

Elaborations

• investigating how the major social legislation of the new Federal Government affected living and
working conditions in Australia; for example, the Harvester Judgment, the Immigration Restriction
Act 1901 , invalid and old-age pensions, the maternity allowance scheme and the Defence Act 1903
• explaining the continuities and changes in the role of women, such as advocating for women's
rights, suffrage, political representation and pacifism; (for example, Elizabeth Macquarie,
Caroline Chisholm, Catherine Helen Spence, Louisa Lawson, Muriel Matters, Vida Goldstein)
Students learn about:

the development of Australian society in relation to other nations in the world by 19
the effects of ideas and movements of people

(AC9HH9K07)
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

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
• Draw conclusions and provide reasons

Social awareness

• Community awareness

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HH9K07

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 et

Content description

AC9HH9K07

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: Explor

Content description

AC9HH9K07

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 – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9HH9K07

investigating how the major social legislation of the new Federal Government affected living and working conditions in Australia; for example, the Harvester Judgment, the Immigration Restriction Act 1901 , invalid and old-age pensions, the maternity allowance scheme and the Defence Act 1903

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

AC9HH9K07

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

AC9HH9K07

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

AC9HH9K07

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

AC9HH9K08

the causes of the First World War and the reasons why Australians enlisted to fight in the war
•
•

Elaborations
• identifying and describing the long-term causes of the First World War, such as militarism, the alliance system among European countries in the late 19th and early 20th centuries, and
• identifying and describing the short-term triggers of the First World War, such as the assassination of Archduke Franz Ferdinand of Austria-Hungary, the "July Crisis" between Austria-Hungary and Serbia, and the of Belgium by Germany
• explaining the different perspectives towards war at the turn of the 20th century, such as notions of war as noble and heroic or as an adventure
• examining the responses of Australia's political leaders to the outbreak of war such as prime minister Andrew Fisher's pledge to back Britain "to the last man and the last shilling"
• listing the reasons why Australian men enlisted in the Australian Imperial Force; for example, the challenges of living on the land and a need for a regular pay; adventure; to do their duty for the ; impact of persuasive propaganda posters, pamphlets and leaflets; peer and community pressure
• examining the stories of First Nations Australian men who enlisted in the Australian Imperial Force
Students learn about:

the causes of the First World War and the reasons why Australians enlisted to fight

(AC9HH9K08)
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

Engaging with cultural and linguistic diversity

• Develop empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

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

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

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

People

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

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HH9K08

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: Explor

Content description

AC9HH9K08

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 empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9HH9K08

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 o relationship between cultures and identities

Content description

AC9HH9K08

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 – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9HH9K08

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 informatic

Content description

AC9HH9K08

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

AC9HH9K08

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 – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve
perspectives

Content description

AC9HH9K08

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

AC9HH9K08

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 informatio

Content description

AC9HH9K08

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 informatio

Content description

AC9HH9K08

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: Deve
perspectives

Content description

AC9HH9K08

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

AC9HH9K08

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

AC9HH9K09

**the places of significance where Australians fought, their perspectives and experiences, including
the , the Western Front and the Middle East**

•

•

Elaborations

• identifying the places where Australians fought, such as Gallipoli, Fromelles, the , Pozières,
Passchendaele, Bullecourt, Villers-Bretonneux, Sinai Peninsula, Gaza and Beersheba

• investigating the difficulties of trench warfare, the development of military technology such as
the use of tanks, aeroplanes and chemical weapons (gas)

• comparing and contrasting the different experiences of war, such as those of foot soldiers on the
Western Front compared with those of the Light Horse in Palestine

Students learn about:

the places of significance where Australians fought, their perspectives and experien
the Gallipoli campaign, the Western Front and the Middle East

(AC9HH9K09)

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

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

Analysing

• Interpret concepts and problems

Reflecting

• Transfer knowledge

Resources

Work Samples

WS01 - The experience of an ordinary person in the First World War

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HH9K09

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: Explor

Content description

AC9HH9K09

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: Deve perspectives

Content description

AC9HH9K09

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

AC9HH9K09

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 informatic

Content description

AC9HH9K09

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 informatic

Content description

AC9HH9K09

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

AC9HH9K09

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH9K09

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

Resource – WS01 - The experience of an ordinary person in the First World War

By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to World War I or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas,

individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

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

AC9HH9K09

the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East

AC9HH9K10

significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice

AC9HH9K12

the commemoration of World War I, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war

AC9HH9S02

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

AC9HH9S06

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

AC9HH9S08

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

AC9HH9K10

significant events and of the war and the nature of warfare, including the Western Front Battle of the and the Armistice

•

Elaborations

• investigating one major battle, such as Gallipoli, Fromelles, the , Pozie■res, Passchendaele, Bullecourt, Villers-Bretonneux or Beersheba, and examining locations, techniques and warfare
• examining the perspectives of those who fought on both sides using sources such as diaries, letters and newspapers
• evaluating the significance of the , American entry into the war and the Armistice of November 1918 in ending the war

Students learn about:

significant events and turning points of the war and the nature of warfare, including Front Battle of the Somme and the Armistice

(AC9HH9K10)

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

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 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

Analysing

• Draw conclusions and provide reasons

Resources

Work Samples

WS01 - The experience of an ordinary person in the First World War

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HH9K10

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 et

Content description

AC9HH9K10

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: Explor

Content description

AC9HH9K10

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 – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9HH9K10

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

AC9HH9K10

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

AC9HH9K10

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

AC9HH9K10

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

AC9HH9K10

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 – Draw conclusions and provide reasons

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

Content description

AC9HH9K10

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

AC9HH9K11

the effects of the First World War on Australian society, such as the role of women, political debates about , relationships with the , and the experiences of returned soldiers

•

•

Elaborations

• investigating examples of the war's effects on society, such as the changes to women's roles during the war compared to continuities before and after the war
• investigating the first and second referenda on , including the role of prime minister Billy Hughes, the division within the Labor Party over this issue and identifying the groups who opposed , such as trade unionists and Irish Catholics such as Archbishop Daniel Mannix, and the grounds for their objections
• examining the continuities and changes in Australia's relationship with the , such as changing sentiments about Britain as the mother country
• explaining the effects of war on returned soldiers, including First Nations Australian soldiers, such as physical and psychological trauma, shell shock, employment opportunities, social and racial discrimination, service recognition, land allocation (Soldier Settlement Scheme), wage inequality, and access to health care and pensions

Students learn about:

the effects of the First World War on Australian society, such as the role of women, debates about conscription, relationships with the British Empire, and the experiences soldiers

(AC9HH9K11)

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
• Develop empathy

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

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems
• 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.

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HH9K11

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: Recogn ethical behaviour and perspectives

Content description

AC9HH9K11

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: Deve perspectives

Content description

AC9HH9K11

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 – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9HH9K11

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 – Examine cultural perspectives and world views

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

Content description

AC9HH9K11

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

AC9HH9K11

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

AC9HH9K11

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

AC9HH9K11

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

AC9HH9K11
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

AC9HH9K11
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

AC9HH9K12

the commemoration of the First World War, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war

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•

Elaborations

• investigating the ideals associated with the Anzac tradition and how and why the First World War
is commemorated within Australian society
• discussing the similarities and differences in historians' views of the Anzac legend over time
• identifying differences between commemoration and glorification of war
• evaluating the fairness of post-war treaties on the defeated powers, such as the Treaty of
Versailles on Germany

Students learn about:

the commemoration of the First World War, including different historical interpretati about the nature and significance of the Anzac legend and the war

(AC9HH9K12)
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
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
Social awareness

• Community awareness

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Evaluate actions and outcomes

Resources

Work Samples

WS01 - The experience of an ordinary person in the First World War

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HH9K12

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: Recogn ethical behaviour and perspectives

Content description

AC9HH9K12

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: Deve perspectives

Content description

AC9HH9K12

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

AC9HH9K12

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 intercultu

Content description

AC9HH9K12

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 informatic

Content description

AC9HH9K12

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

AC9HH9K12

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9K12

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

AC9HH9K12

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

AC9HH9K12

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

AC9HH9K13

the social, economic, political, technological and/or environmental causes and effects of the on Europe in the late 18th and 19th century

•

•

Elaborations

• explaining how changes in technology, such as steam-driven spinning mills, railways and steam ships, led to the development of factories and industrialised cities
• identifying the spread of innovations such as steam power, iron and steel production, transport and the use of new chemicals in Europe, the USA and Japan
• analysing factors that caused the ; for example, the , ideas, access to raw , a growing population, a wealthy middle class, increased individual freedom, access to cheap labour, improvements to the transport system, inventions and innovations, trade and commerce, and an expanding
• evaluating the most significant effects of the , such as economic growth, changing economic and social structures, changes in working conditions, a rise in the standard of living, growth of the middle class, new ideas, and environmental impacts

Students learn about:

the social, economic, political, technological and/or environmental causes and effe

Industrial Revolution on Europe in the late 18th and 19th century

(AC9HH9K13)

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

Systems

• Social, economic and political systems influence the sustainability of Earth's systems.

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

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Analysing

• Evaluate actions and outcomes

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HH9K13

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: Recogn ethical behaviour and perspectives

Content description

AC9HH9K13

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 – Draw conclusions and provide reasons

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

Content description

AC9HH9K13

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 informati

Content description

AC9HH9K13

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

AC9HH9K13

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

AC9HH9K13

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

AC9HH9K014

the changing population movements and settlement patterns during the period 1750 to 1900
•

Elaborations

• describing reasons for changing population movements; for example, changes to agricultural practices such as enclosures, improvements in farm machinery, the development of the factory system, the development of the steam engine, and the growth of cities as people moved to the cities to find employment
• explaining the role of the in creating a growing need for labour and transportation
• identifying and describing the various push factors for the movement of peoples in the transatlantic slave trade, the and convict transportation, such as the , the , discrimination and persecution, and forced migration

Students learn about:

the changing population movements and settlement patterns during the period 1750

(AC9HH9K014)

General capabilities and cross-curriculum priorities

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

Systems

• Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

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

Analysing

• Draw conclusions and provide reasons

Analysing

• Interpret concepts and problems

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HH9K014

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 – Draw conclusions and provide reasons

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

Content description

AC9HH9K014

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9K014

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

AC9HH9K15

the short-, medium- and long-term effects of population movements and changing settlement patterns during this period, such as global demographic changes, transport, new ideas, and political and social reforms

•

Elaborations

• describing the impact of factories, mines and cities on the environment, and on population growth and distribution
• investigating the impact of the development of the steam engine on transport, manufacturing and trade
• explaining how social and political reforms resulted in higher standards of living for many, including in health care and education, and political and workplace reforms

Students learn about:

the short-, medium- and long-term effects of population movements and changing s during this period, such as global demographic changes, transport, new ideas, and social reforms

(AC9HH9K15)

General capabilities and cross-curriculum priorities

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

Systems

• Social, economic and political systems influence the sustainability of Earth's systems.

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
• Draw conclusions and provide reasons

Analysing

• Draw conclusions and provide reasons

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9K15
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

AC9HH9K15
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

AC9HH9K15
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 – Draw conclusions and provide reasons
Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9HH9K15
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

AC9HH9K16

**the different perspectives and experiences of men, women and children during the , and their
changing way of life**

•
•

Elaborations

• comparing and contrasting the impact of steam, gas and electricity on people's way of life during
the ; for example, differences in living conditions for rich and poor, improvements in living
standards, and changes in working conditions for agricultural workers
• investigating the changes in working conditions, such as longer working hours for low pay and the
use of children as a cheap source of labour
• identifying the growth of trade unions as a response to the impacts of the on the working class
Students learn about:

**the different perspectives and experiences of men, women and children during the I
Revolution, and their changing way of life**

(AC9HH9K16)
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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
• Explore the influence of cultures on interactions

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

Inquiring

• Identify, process and evaluate information

Analysing

• Draw conclusions and provide reasons

Resources
Work Samples
WS02 - The Industrial Revolution

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HH9K16

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: Explor

Content description

AC9HH9K16

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 – Reflect on the relationship between cultures and identities

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

Content description

AC9HH9K16

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

AC9HH9K16

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 – Draw conclusions and provide reasons

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

Content description

AC9HH9K16

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

AC9HH9K16

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

AC9HH9K16

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 – WS02 - The Industrial Revolution

By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to World War I or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas,

individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

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

AC9HH9K16

the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life

AC9HH9K18

the role of a significant individual or group such as agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups in promoting and enacting some of the ideas that emerged during the Industrial Revolution

AC9HH9S02

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

AC9HH9S03

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

AC9HH9S05

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

AC9HH9S06

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

AC9HH9S08

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

AC9HH9K17

the ideas that emerged and change in society, such as , , , , and

•

Elaborations

• explaining why an idea emerged and the basis of that idea, such as (the movement in support of the People's Charter of 1838 in Britain), and identifying changes that arose from that idea, such as universal male suffrage and the secret ballot
• examining the causes and impacts of the French Revolution on politics and citizens' rights including in the United Kingdom and the USA
• examining the role of religious in the movement to end the slave trade, reforms to improve the negative effects of the , the enfranchisement of women and the rise of organised labour
Students learn about:

the ideas that emerged and influenced change in society, such as nationalism, capit

imperialism, socialism, egalitarianism and Chartism

(AC9HH9K17)

General capabilities and cross-curriculum priorities

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

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 .

Analysing

• Interpret concepts and problems

Reflecting

• Transfer knowledge

Analysing

• Interpret concepts and problems

Analysing

• Draw conclusions and provide reasons

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HH9K17

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: Exami responsibilities and ethical norms

Content description

AC9HH9K17

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: Recog ethical behaviour and perspectives

Content description

AC9HH9K17

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9K17

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH9K17

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9K17

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

AC9HH9K17

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

AC9HH9K18

**the role of a significant individual or group such as agricultural and factory workers, inventors
and entrepreneurs, landowners, politicians and religious groups in promoting and enacting some of
the ideas that emerged during the**

-

Elaborations

- explaining responses to particular ideas; for example, how religious groups responded to ideas in
Charles Darwin's 1859 book On the Origin of Species or how workers responded to the idea of or
- investigating the role played by an individual or group in promoting a key idea; for example, the
role of Adam Smith and entrepreneurs in promoting , Florence Nightingale in promoting reform to
health care and the rights of women, Pope Leo XIII in promoting the rights of workers in capitalist
economies, Chartist William Cuffay in Tasmania or British Chartists on the goldfields in Victoria
and New South Wales

Students learn about:

the role of a significant individual or group such as agricultural and factory workers

and entrepreneurs, landowners, politicians and religious groups in promoting and e

the ideas that emerged during the Industrial Revolution

(AC9HH9K18)

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

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

Resources

Work Samples

WS02 - The Industrial Revolution

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9HH9K18

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

AC9HH9K18

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

AC9HH9K18

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9K18

explaining responses to particular ideas; for example, how religious groups responded to ideas in Charles Darwin's 1859 book On the Origin of Species or how workers responded to the idea of capitalism or socialism

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 informatic

Content description

AC9HH9K18

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

AC9HH9K19

the key social, cultural, economic and political features of an society during the 18th and early 19th Century

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Elaborations

• investigating the significant economic and political features of the Qing dynasty in China, including the role and influence of the Emperor and the role of cultural features such as art, literature and architecture
• investigating the territorial extent of the Mughal Empire in India, the role and influence of the Mughal emperor, and the art and architecture of Mughal India, such as the Taj Mahal
• examining the influence of the Tokugawa Shogunate on Japan's political, economic and social development

Students learn about:

the key social, cultural, economic and political features of an Asian society during t early 19th Century

(AC9HH9K19)

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

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

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

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

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

Understanding Asia's global significance

• The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH9K19

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

AC9HH9K19

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

AC9HH9K19

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 informatio

Content description

AC9HH9K19
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 informatic

Content description

AC9HH9K19
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 informatic

Content description

AC9HH9K19
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

AC9HH9K20

the causes and effects of European contact, including colonialisation, on an society

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Elaborations

• identifying aspects of the society under investigation that remained the same or changed during this period, especially as a result of contact with European powers
• describing the reasons for and the effects of the British opium trade with China
• examining the development of the British Raj and identifying British influences on Indian society
• investigating the short- and long-term effects of Dutch trade and on Indonesian society from the 17th century

Students learn about:

the causes and effects of European contact, including colonialisation, on an Asian s

(AC9HH9K20)
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
• Examine cultural perspectives and world views

• Explore the influence of cultures on interactions

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

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

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

Analysing

• Draw conclusions and provide reasons

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

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

AC9HH9K20

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

AC9HH9K20

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 the influence of cultures on interactions

Content description

AC9HH9K20

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 – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9HH9K20
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
AC9HH9K20
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 – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9HH9K20
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
AC9HH9K20
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

AC9HH9K21

significant events, ideas, people, groups and/or movements in the development of an society
•
•
Elaborations

• describing the activities of Christian missionaries in China, and the role of the Self-Strengthening Movement and the Society of Righteous Harmony in the Boxer Rebellion

• investigating the role of Empress Dowager Cixi in modernising China

• examining the role of Emperor Mutsuhito, Commodore Matthew Perry and the Satsuma Rebellion in Japan

• describing the role of the British East India Company, the Sepoy Rebellion, the Indian National Congress, Gopal Krishna Gokhale, Dadabhai Naoroji, Bal Gangadhar Tilak and Mohandas K. Gandhi in the development of Indian

• examining the contribution of Diponegoro, the Java War, Budi Utomo (Boedi Oetomo), Sarekat Islam, Sukarno, Mohammad Hatta, Sutan Sjahrir to Indonesian independence

Students learn about:

significant events, ideas, people, groups and/or movements in the development of a

(AC9HH9K21)

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

• Reflect on the relationship between cultures and identities

• Examine cultural perspectives and world views

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

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 Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

Inquiring

• Identify, process and evaluate information

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

Inquiring

• Identify, process and evaluate information

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9HH9K21

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 relationship between cultures and identities

Content description

AC9HH9K21

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

AC9HH9K21

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

AC9HH9K21

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

AC9HH9K21

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

AC9HH9K21

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

AC9HH9K22

continuities and changes and their effects on the ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in an society

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Elaborations

• explaining the position of the society in relation to other nations in the world around the turn of the 20th century, including the influence of significant ideas such as
• describing how increasing foreign influence and was challenging and changing societies; for example, the development of steam-powered factories, especially in terms of military machinery, in China and Japan
• investigating what remained the same or changed during this period as a result of contact with European powers such as describing the British Raj and identifying British influences on society (for example, the building of roads, an extensive railway network, schools and Christian missions) and the impact of the introduction of British government and law
• comparing the Cultivation System and the Ethical System in the Dutch East Indies (Indonesia)

Students learn about:

continuities and changes and their effects on the ways of life and living conditions, legal institutions, and cultural expression around the turn of the 20th century in an /

(AC9HH9K22)

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

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

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

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

Analysing

• Interpret concepts and problems

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

Inquiring

• Identify, process and evaluate information

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

Analysing

• Interpret concepts and problems

Understanding Asia's global significance

• The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

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

AC9HH9K22

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 the influence of cultures on interactions

Content description

AC9HH9K22

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9K22

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

AC9HH9K22
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 informatio

Content description

AC9HH9K22
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

AC9HH9K22
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

AC9HH9K23

different experiences and perspectives of and peoples from the time and the impact of changes to society, including events, ideas, and

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Elaborations

• comparing and contrasting different perspectives about the effect of European on countries for
example, the views of people in various mainland provinces of China, the views of samurai on Meiji
modernisation, views of British Raj families versus members of the Independence Movement in India,
views of the Dutch colonials versus native Indonesians in the Dutch East Indies (Indonesia)
• comparing the similarities and differences in historians' views about the significance of Western
colonial influences on countries, such as Americans in Japan, the British in India, or the Dutch in
the Dutch East Indies (Indonesia)
Students learn about:

different experiences and perspectives of colonisers and Asian peoples from the tin
of changes to society, including events, ideas, beliefs and values

(AC9HH9K23)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum
priorities.
Analysing
• Interpret concepts and problems
Engaging with cultural and linguistic diversity
• Develop empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Examine cultural perspectives and world views

• Explore the influence of cultures on interactions

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

Responding to ethical issues

• Explore ethical issues

Understanding ethical concepts and perspectives

• Explore ethical concepts

• Recognise influences on ethical behaviour and perspectives

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9K23

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 – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9HH9K23

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 o relationship between cultures and identities

Content description

AC9HH9K23

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

AC9HH9K23

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

AC9HH9K23

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 – Draw conclusions and provide reasons

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

Content description

AC9HH9K23

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 – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HH9K23

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

AC9HH9K23

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: Recogn ethical behaviour and perspectives

Content description

AC9HH9K23

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

AC9HH9K24

the development of an society in relation to other nations in the world by 1914, including the effects of ideas such as and self-determination

•

•

Elaborations

• investigating the confrontation between an country and Western powers, such as the Sino–French war, the Russo–Japanese war, or the increasing demand for Indian or Indonesian independence and self-government

Students learn about:

the development of an Asian society in relation to other nations in the world by 1914

effects of ideas such as nationalism and self-determination

(AC9HH9K24)

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

Understanding Asia's global significance

• The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HH9K24

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 et

Content description

AC9HH9K24

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: Explor

Content description

AC9HH9K24

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 – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9HH9K24

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

AC9HH9S01

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

•

•

Elaborations

• developing a range of questions about aspects of the past that require historical

• developing an inquiry question such as "What were the effects of the ?" and refining it as further factors are introduced into the research process

• modifying questions using historical concepts such as cause, effect, change and continuity

Students learn about:

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

(AC9HH9S01)

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

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HH9S01

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

AC9HH9S01

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

AC9HH9S01

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

AC9HH9S01

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

AC9HH9S01
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

AC9HH9S02

locate, identify and compare and to use in historical inquiry

-

-

Elaborations

- locating historical sources from archives, museums and online collections
- recognising the role of technology in providing access to sources, such as the ability to access resources that historians use
- comparing sources to analyse changes over time, including from online records such as immigration records

Students learn about:

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

(AC9HH9S02)
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

Investigating

- Locate information

Managing and operating

- Select and operate tools

Inquiring

- Identify, process and evaluate information

Investigating

- Locate information
- Acquire and collate data
- Interpret data

Resources

Work Samples

WS01 - The experience of an ordinary person in the First World War

WS02 - The Industrial Revolution

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatie

Content description

AC9HH9S02

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

AC9HH9S02

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 informati

Content description

AC9HH9S02

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

AC9HH9S02

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 informati

Content description

AC9HH9S02

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

AC9HH9S02

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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9HH9S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new
skills

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9HH9S02

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

AC9HH9S02

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 – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9HH9S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance
• collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HH9S02

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

Resource – WS01 - The experience of an ordinary person in the First World War

By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to World War I or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

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

AC9HH9K09

the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East

AC9HH9K10

significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice

AC9HH9K12

the commemoration of World War I, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war

AC9HH9S02

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

AC9HH9S06

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

AC9HH9S08

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

Resource – WS02 - The Industrial Revolution

By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to World War I or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

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

AC9HH9K16

the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life

AC9HH9K18

the role of a significant individual or group such as agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups in promoting and enacting some of the ideas that emerged during the Industrial Revolution

AC9HH9S02

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

AC9HH9S03

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

AC9HH9S05

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

AC9HH9S06

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

AC9HH9S08

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

AC9HH9S03

identify the and content of sources, and explain the and of and

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Elaborations

• identifying the of a source, such as when and where it was produced, and whether it was at the same time as the event being studied or after the event

• identifying literal and symbolic features of sources and explaining their and inferences

• explaining the events, ideas and individuals represented in a visual source

• analysing the intent of the author and of the source

Students learn about:

identify the origin and content of sources, and explain the purpose and context of p

secondary sources

(AC9HH9S03)

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

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

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

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9E9LY01

Resources

Work Samples

WS02 - The Industrial Revolution

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9S03

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

AC9HH9S03

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

AC9HH9S03

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

AC9HH9S03

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: Explor

Content description

AC9HH9S03

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: Recogn ethical behaviour and perspectives

Content description

AC9HH9S03

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 o relationship between cultures and identities

Content description

AC9HH9S03

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

AC9HH9S03

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 informatio

Content description

AC9HH9S03

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

AC9HH9S03

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

AC9HH9S03

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

AC9HH9S03

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

AC9HH9S03

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 – 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

AC9HH9S03

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 ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HH9S03

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

AC9HH9S03

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

AC9HH9S03

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

AC9HH9S04

explain the of and , and the reliability of the information as evidence

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Elaborations

• identifying that the reliability and of a source depends on the questions asked of it, such as an account having a particular historical perspective and therefore being of use in revealing past prevailing attitudes
• determining the extent to which the or of a source affects its

explain the usefulness of primary and secondary sources, and the reliability of the i evidence

(AC9HH9S04)

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

Reflecting

• Transfer knowledge

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9S04

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

AC9HH9S04

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 informatic

Content description

AC9HH9S04

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

AC9HH9S04

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: Recog ethical behaviour and perspectives

Content description

AC9HH9S04

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

AC9HH9S04

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH9S04
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

AC9HH9S05

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

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Elaborations

• creating a timeline that identifies the significant events or individuals across a particular
period, observing and discussing patterns of causation and change, and/or identifying parts of the
world that were involved in or affected by a significant event
• organising a range of sources and/or perspectives in chronological order to support the
development of a historical about continuities or changes
Students learn about:

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

(AC9HH9S05)
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
Resources
Work Samples
WS02 - The Industrial Revolution

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description

AC9HH9S05
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

AC9HH9S05

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

AC9HH9S05

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 informatic

Content description

AC9HH9S05

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

AC9HH9S05

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 informati

Content description

AC9HH9S05

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

AC9HH9S05

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

AC9HH9S06

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

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Elaborations

• determining whether or not the information in one historical source can be verified by information in another historical source

• comparing and contrasting the range of perspectives at the time surrounding a historical event, and consider voices that may be absent from the sources such as those of women, men, children, ethnic groups, Indigenous peoples and minority groups

• discussing whether the perspective of one individual in the period is representative of a majority or minority view at that time

Students learn about:

compare perspectives in sources and explain how these are influenced by significa

locations, beliefs and values

(AC9HH9S06)

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

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

Social awareness

- Empathy

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9E9LY03

AC9E9LY05

Resources

Work Samples

WS02 - The Industrial Revolution

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9S06

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

AC9HH9S06

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

AC9HH9S06

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 informatic

Content description

AC9HH9S06

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

AC9HH9S06

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: Recog ethical behaviour and perspectives

Content description

AC9HH9S06

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: Deve perspectives

Content description

AC9HH9S06

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

AC9HH9S06

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 – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9HH9S06

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

AC9HH9S06

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 – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HH9S06

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

AC9HH9S07

analyse different and contested historical interpretations

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-

Elaborations

• exploring debates about the historical period or topic studied, such as the relative importance of and responsibility for the causes of First World War

• comparing similarities and differences in historians' views about colonial society, such as the emergence of Australian identity, the influence of the "White Australia" debate on the push for , and the idea of Australia as a "working man's paradise"

• identifying different interpretations of specific events (for example, the debate about in Australia during the First World War)

• 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 (for example, as with frontier conflicts in Australia)

Students learn about:

analyse different and contested historical interpretations

(AC9HH9S07)

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

Inquiring

• Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

Reflecting

• Transfer knowledge

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9E9LY05

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH9S07

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

AC9HH9S07

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

AC9HH9S07

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

AC9HH9S07

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

AC9HH9S07

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

AC9HH9S07

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

AC9HH9S07

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

AC9HH9S07

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

AC9HH9S07

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

AC9HH9S07
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

AC9HH9S07
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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arguments before making recommendations

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH9S07
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

AC9HH9S07
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 cultural perspectives and world views

Content description

AC9HH9S07
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

AC9HH9S07

Continuum extract

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• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

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information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HH9S07

Continuum extract

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• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and
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• 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

AC9HH9S07

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

AC9HH9S07

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH9S07

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

AC9HH9S08

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

•

•

Elaborations

• developing a historical that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available
• selecting appropriate formats to communicate a historical and represent historical evidence; for example, an oral presentation, a script or a visual display
• developing an explanation, interpretation or using historical concepts and terms such as contested historical interpretations
• constructing a historical using selected evidence from sources to support an interpretation of the past; for example, to affect the audience or justify an about a commemoration, settler societies or the

Students learn about:

create descriptions, explanations and historical arguments, using historical knowle

terms that incorporate and acknowledge evidence from sources

(AC9HH9S08)

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Creating and exchanging

• Create, communicate and collaborate

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Analysing

• Draw conclusions and provide reasons
Inquiring
• Identify, process and evaluate information
Engaging with cultural and linguistic diversity
• Communicate responsively
Related content

This content description can be taught with the following content descriptions from other learning areas.
AC9E9LY06
AC9E9LY07
Resources
Work Samples

WS01 - The experience of an ordinary person in the First World War

WS02 - The Industrial Revolution

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9HH9S08
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
AC9HH9S08
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
AC9HH9S08
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

AC9HH9S08

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

AC9HH9S08

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

AC9HH9S08

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 – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9HH9S08

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 – Reflect on the relationship between cultures and identities

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

Content description

AC9HH9S08

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 – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9HH9S08

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

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9HH9S08

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9HH9S08

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

AC9HH9S08

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

AC9HH9S08

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 – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9HH9S08

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