

## **(no-code)**

### **the economic, political and social causes of the establishment of British in Australia after 1800**

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#### **Elaborations**

- investigating the reasons for the establishment of different types of in Australia, such as a penal (for example, Moreton Bay, Van Diemen's Land) or a for free settlers, as in South Australia and Victoria
- investigating economic reasons for the establishment of different in Australia, such as the acquisition of land and , and the economic situation in Britain, including high unemployment and poverty
- investigating political reasons for the establishment of different in Australia, such as expanding the British and the threat that other countries might want to expand their territories
- investigating social causes of the establishment of different in Australia, such as overcrowded cities, high crime rates and overflowing prisons

Students learn about:

### **the economic, political and social causes of the establishment of British colonies in after 1800**

(AC9HS5K01)

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

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

##### **Analysing**

- Interpret concepts and problems

##### **Inquiring**

- Identify, process and evaluate information

##### **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**

- Develop questions

##### **Analysing**

- Interpret concepts and problems

##### **Inquiring**

- Identify, process and evaluate information

##### **Analysing**

- Interpret concepts and problems

##### **Inquiring**

- Identify, process and evaluate information

##### **Analysing**

- Interpret concepts and problems

##### **Inquiring**

- Identify, process and evaluate information

#### **Resources**

#### **Work Samples**

### **WS01 - Establishment of a new colony**

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

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

#### **Content description**

AC9HS5K01

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

#### **Content description**

AC9HS5K01

#### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

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

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

#### **Content description**

AC9HS5K01

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#### **Snapshot – Develop questions**

### **Critical and Creative Thinking: Inquiring: Develop questions**

#### **Content description**

AC9HS5K01

#### **Continuum extract**

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

- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

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

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

#### **Content description**

AC9HS5K01

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

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

##### **Content description**

AC9HS5K01

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

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

##### **Content description**

AC9HS5K01

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AC9HS5K01

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## **Resource – WS01 - Establishment of a new colony**

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

### **AC9HS5K01**

the economic, political and social causes of the establishment of British colonies in Australia after 1800

### **AC9HS5K02**

the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment

### **AC9HS5K03**

the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony

### **AC9HS5K08**

types of resources, including natural, human and capital, and how they satisfy needs and wants

### **AC9HS5S02**

locate, collect and organise information and data from primary and secondary sources in a range of formats

### **AC9HS5S05**

develop evidence-based conclusions

### **AC9HS5S07**

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and

using relevant terms and conventions

## **AC9HS5K02**

**the impact of the development of British in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment**

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### **Elaborations**

- investigating colonial life to discover what life was like at that time for different inhabitants (for example, a First Nations Australian community and a European community, a convict and a free settler, a “squatter”, a sugarcane farmer and an indentured labourer), the challenges they faced and responses they made in terms of clothing, access to food and water, leisure, paid and unpaid work, use of technologies, shopping or , language, housing and children’s lives
- mapping in the 1800s, noting factors that shaped these patterns (for example, geographical features, , access to land for farming and grazing, , the discovery of gold, transport and access to port facilities) and the impact these had on the local environment and its (for example, comparing the present and past , and the flora and fauna of the local community, including introduced species)

Students learn about:

**the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment**

(AC9HS5K02)

### **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 perspectives and frameworks
- Explore ethical issues

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

- Examine values, rights and responsibilities and ethical norms

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

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

### **Elaborations**

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

### **Analysing**

- Interpret concepts and problems

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

- Examine cultural perspectives and world views

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

- Explore ethical issues

### **Systems**

- Social, economic and political systems influence the sustainability of Earth’s systems.

### **Resources**

### **Work Samples**

## **WS01 - Establishment of a new colony**

### **Snapshot – Explore ethical perspectives and frameworks**

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

#### **Content description**

AC9HS5K02

#### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making

- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

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

### **Content description**

AC9HS5K02

### **Continuum extract**

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

- use examples to describe how people may have different values and perspectives that they apply to an ethical issue
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues

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

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

### **Content description**

AC9HS5K02

### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms 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**

AC9HS5K02

### **Continuum extract**

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

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- 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

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

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

### **Content description**

AC9HS5K02

### **Continuum extract**

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

- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and

world views in a range of intercultural contexts

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

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

##### **Content description**

AC9HS5K02

##### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

##### **Content description**

AC9HS5K02

##### **Continuum extract**

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

- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

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

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

##### **Content description**

AC9HS5K02

##### **Continuum extract**

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

- use examples to describe how people may have different values and perspectives that they apply to an ethical issue
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues

### **AC9HS5K03**

**the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian**

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##### **Elaborations**

- investigating an event or development and explaining its economic, social or political impact on a ; for example, the impact of Blaxland, Wentworth and Lawson travelling across the Blue Mountains in 1813 on the expansion of farming; the impact of the exploration of the interior by figures such as Mitchell, Oxley and Sturt on frontier conflict; the impact of the introduction of merino sheep on economic development; the impact of the Eureka Stockade on the development of ; the impact of internal exploration and the advent of rail on the expansion of farming; the impact of Bennelong as a mediator between two cultures
- creating “what if” scenarios by constructing different outcomes for a key event; for example, “What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?”, “What if Arthur Phillip had not captured Bennelong?”, “What if Chinese immigrants were not allowed to land in Robe, South Australia, during the gold rush?”, “What if Governor Macquarie had not been removed by his enemies in 1821?”, “What if he had not opened the Parramatta Native Institution?”

- examining the roles of key women in the Australian , such as Elizabeth Macarthur, Edith Cowan, Maria Lock, Mary Bryant, Mary Reiby, Mary MacKillop, and Truganini
- investigating the experiences and contributions of a particular migrant group within a , such as the Germans in South Australia, Japanese in Broome, Afghan cameleers in the Northern Territory, Chinese at Palmer River, and Pacific Islanders in the Torres Strait
- examining the roles and impacts of key administrative and political figures, such as early colonial governors, and First Nations warriors such as Windradyne
- examining the development of at least one primary industry of the during the 1800s, such as wheat, wool, meat, whaling, sugar cane, pearling or mining, including the involvement of First Nations Australians

Students learn about:

## **the role of a significant individual or group, including First Nations Australians and migrated to Australia, in the development of events in an Australian colony**

(AC9HS5K03)

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

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

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Culture**

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

#### **People**

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

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

- Examine cultural perspectives and world views

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **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

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**



- Interpret concepts and problems

## **People**

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

## **Resources**

## **Work Samples**

### **WS01 - Establishment of a new colony**

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

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

##### **Content description**

AC9HS5K03

##### **Continuum extract**

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- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

##### **Content description**

AC9HS5K03

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

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

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

##### **Content description**

AC9HS5K03

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

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

##### **Content description**

AC9HS5K03

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- 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

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

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

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

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

##### **Content description**

AC9HS5K03

##### **Continuum extract**

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

- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
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### **Snapshot – Interpret concepts and problems**

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

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AC9HS5K03

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

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

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

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

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## **AC9HS5K04**

**the influence of people, including First Nations Australians and people in other countries, on the**

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#### **Elaborations**

- identifying how First Nations Australian communities altered the environment and sustained ways of living through their methods of land and resource management; for example, firestick farming
- exploring the extent of change in the local environment over time (for example, through clearance, fencing, urban development, drainage, irrigation, erosion, farming, the introduction of grazing livestock such as sheep and cattle, forest plantations or mining), and evaluating the effects of change on economic development and environmental sustainability
- exploring examples of positive influences people have on the characteristics of places; for example, reforestation, land-care groups, rehabilitating former mining, industrial or waste disposal sites
- identifying positive and negative influences of people on places in other countries, including countries in , Europe and North America

Students learn about:

**the influence of people, including First Nations Australians and people in other countries**

**the characteristics of a place**

(AC9HS5K04)

#### **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**

- Examine values, rights and responsibilities and ethical norms

#### **Culture**

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

#### **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 .

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

- Examine values, rights and responsibilities and ethical norms

### **Culture**

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

### **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.

### **Responding to ethical issues**

- Explore ethical issues

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

- Examine values, rights and responsibilities and ethical norms

### **Systems**

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

### **Analysing**

- Interpret concepts and problems

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

- Examine values, rights and responsibilities and ethical norms

### **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

### **Responding to ethical issues**

- Explore ethical issues

### **Knowing Asia and its diversity**

- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

### **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

### **Related content**

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

AC9TDE6K03

### **Resources**

### **Work Samples**

## **Snapshot – Explore ethical issues**

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

#### **Content description**

AC9HS5K04

#### **Continuum extract**

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

- use examples to describe how people may have different values and perspectives that they apply to an ethical issue
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues

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

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

#### **Content description**

AC9HS5K04

### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

#### **Content description**

AC9HS5K04

### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

#### **Content description**

AC9HS5K04

### **Continuum extract**

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

- use examples to describe how people may have different values and perspectives that they apply to an ethical issue
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues

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

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

#### **Content description**

AC9HS5K04

### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

#### **Content description**

AC9HS5K04

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

##### **Content description**

AC9HS5K04

##### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

##### **Content description**

AC9HS5K04

##### **Continuum extract**

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

- use examples to describe how people may have different values and perspectives that they apply to an ethical issue
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues

### **AC9HS5K05**

**the management of Australian environments, including managing severe events such as bushfires, floods, droughts or cyclones, and their consequences**

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##### **Elaborations**

- exploring how environments are used and managed, such as the practices and that aim to manage human impact, the use of zoning to manage local environments, creation of wildlife corridors and national parks
- examining how changes due to environmental practices create issues, such as water shortages and increased floods and bushfires, the impact of issues on places and communities, and how people can mitigate the impacts, for example through building codes, zoning, firebreaks and controlled burns, and efficient irrigation

Students learn about:

**the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences**

(AC9HS5K05)

##### **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**

- Examine values, rights and responsibilities and ethical norms

## **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

## **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

## **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

## **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

## **Analysing**

- Interpret concepts and problems

## **Systems**

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

## **Related content**

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

AC9S5U02

AC9TDE6K03

## **Resources**

## **Work Samples**

## **WS03 - Severe weather**

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

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

##### **Content description**

AC9HS5K05

##### **Continuum extract**

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

- use examples to describe how people may have different values and perspectives that they apply to an ethical issue
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues

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

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

##### **Content description**

AC9HS5K05

##### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues



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

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

#### **Content description**

AC9HS5K05

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

#### **Content description**

AC9HS5K05

#### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

#### **Content description**

AC9HS5K05

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

## **Resource – WS03 - Severe weather**

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

**AC9HS5K04**

the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place

### **AC9HS5K05**

the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences

### **AC9HS5S02**

locate, collect and organise information and data from primary and secondary sources in a range of formats

### **AC9HS5S03**

evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships

### **AC9HS5S05**

develop evidence-based conclusions

### **AC9HS5S06**

propose actions or responses to issues or challenges and use criteria to assess the possible effects

### **AC9HS5S07**

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

## **AC9HS5K06**

**the key and features of Australia's , including , and the roles and responsibilities of elected**

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### **Elaborations**

- discussing the meaning of , the importance of the key of (for example, freedom of and being elected; freedom of assembly and political participation; freedom of speech, expression and religious belief; ; other basic ) and how students apply democratic in familiar contexts, such as how religious tolerance might be achieved in a free democratic society
- discussing the Australian pledge and the official statement of Australian published by the federal and what can be learnt about key and from this material
- exploring the secret ballot, compulsory and preferential as key features of Australia's
- recognising the role of the in administering that are open, free and fair
- discussing key features of Australia's , such as who has the right to vote and stand for in Australia, including when women and First Nations Australians were first allowed to vote
- considering the responsibilities of , including enrolling to vote, being informed and responsibly
- identifying the characteristics that would make for a representative at the local, state/territory or national level

Students learn about:

**the key values and features of Australia's democracy, including elections, and the responsibilities of elected representatives**

(AC9HS5K06)

### **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 perspectives and frameworks

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

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

#### **Social management**

- Decision-making

### **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

### **Responding to ethical issues**

- Explore ethical perspectives and frameworks

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

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

### **Analysing**

- Interpret concepts and problems

### **Responding to ethical issues**

- Explore ethical perspectives and frameworks

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

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

### **Analysing**

- Interpret concepts and problems

### **Responding to ethical issues**

- Explore ethical perspectives and frameworks

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

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

### **Analysing**

- Interpret concepts and problems

### **Responding to ethical issues**

- Explore ethical perspectives and frameworks

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

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

### **Analysing**

- Interpret concepts and problems

### **Responding to ethical issues**

- Explore ethical perspectives and frameworks

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

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

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

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

### **Social awareness**

- Empathy

### **Snapshot – Explore ethical perspectives and frameworks**

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

#### **Content description**

AC9HS5K06

#### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform

ethical decision-making

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

### **Snapshot – Decision-making**

#### **Personal and Social capability: Social management: Decision-making**

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
- devise and analyse individual and group decision-making processes

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

##### **Content description**

AC9HS5K06

## **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

### **Snapshot – Explore ethical perspectives and frameworks**

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

### **Snapshot – Explore ethical perspectives and frameworks**

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

### **Snapshot – Explore ethical perspectives and frameworks**

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

### **Snapshot – Explore ethical perspectives and frameworks**

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

##### **Content description**

AC9HS5K06

### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

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

##### **Content description**

AC9HS5K06

### **Continuum extract**

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

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

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

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

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

##### **Content description**

AC9HS5K06

### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

##### **Content description**

AC9HS5K06

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

### **Snapshot – Explore ethical perspectives and frameworks**

#### **Ethical Understanding: Responding to ethical issues: Explore ethical perspectives and frameworks**

##### **Content description**

AC9HS5K06

### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and



respect, and how these affect decision-making

- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

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

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

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

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

##### **ethical behaviour and perspectives**

##### **Content description**

AC9HS5K06

##### **Continuum extract**

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

- explain how emotions can affect behaviour and decision-making in different situations
- explain how habits and behaviour shape character and examine how they inform ethical perspectives
- explain how different traits, such as honesty, trust, courage and selfishness interact with

responsibilities or duties to determine ethically appropriate responses

## **Snapshot – Empathy**

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

#### **Content description**

AC9HS5K06

#### **Continuum extract**

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

- discuss the value of different needs, emotions, cultures and backgrounds
- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

## **AC9HS5K07**

**how (members of communities) with shared beliefs and work together to achieve a**

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#### **Elaborations**

- discussing how and why people volunteer for community groups such as religious and other charities, rural fire , surf life-saving clubs, emergency groups, First Nations community groups and youth groups
- using social media to share and discuss ideas about how people can work together as local, and ; for example, to promote access to educational opportunities for women and girls in developing countries
- examining First Nations Australian organisations and the they provide

Students learn about:

**how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal**

(AC9HS5K07)

#### **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 perspectives and frameworks

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

- Examine values, rights and responsibilities and ethical norms

#### **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

#### **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 .

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

- Explore ethical perspectives and frameworks

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

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

#### **Social awareness**

- Empathy
- Community awareness

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

- Explore ethical perspectives and frameworks

### **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

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

### **People**

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

### **Related content**

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

AC9HP6P05

### **Snapshot – Explore ethical perspectives and frameworks**

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

#### **Content description**

AC9HS5K07

#### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

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

#### **Content description**

AC9HS5K07

#### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on**

## **relationship between cultures and identities**

### **Content description**

AC9HS5K07

### **Continuum extract**

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

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- 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

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

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

### **Content description**

AC9HS5K07

### **Continuum extract**

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

- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

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

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

### **Content description**

AC9HS5K07

### **Continuum extract**

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

- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

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

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

### **Content description**

AC9HS5K07

### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

### **Snapshot – Explore ethical perspectives and frameworks**

#### **Ethical Understanding: Responding to ethical issues: Explore ethical perspectives and frameworks**

### **Content description**

AC9HS5K07

### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

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

##### **Content description**

AC9HS5K07

##### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

##### **Content description**

AC9HS5K07

##### **Continuum extract**

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

- explain how emotions can affect behaviour and decision-making in different situations
- explain how habits and behaviour shape character and examine how they inform ethical perspectives
- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses

### **Snapshot – Empathy**

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

##### **Content description**

AC9HS5K07

##### **Continuum extract**

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

- discuss the value of different needs, emotions, cultures and backgrounds
- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

### **Snapshot – Community awareness**

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

##### **Content description**

AC9HS5K07

##### **Continuum extract**

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

- describe the various communities beyond their own and what they can do to support them
- explain the way their actions and the actions of others influence communities
- analyse roles and responsibilities of citizens within communities

### **Snapshot – Explore ethical perspectives and frameworks**

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

### **Content description**

AC9HS5K07

#### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

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

### **Content description**

AC9HS5K07

#### **Continuum extract**

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

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- 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

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

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

### **Content description**

AC9HS5K07

#### **Continuum extract**

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

- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

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

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

### **Content description**

AC9HS5K07

#### **Continuum extract**

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

- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

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

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

### **Content description**

AC9HS5K07

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

## **AC9HS5K08**

, including natural, human and , and how they satisfy and

### **Elaborations**

- categorising as natural such as water, coal, wheat; human such as workers, owners, volunteers, managers; and such as tools, machines, technologies
- identifying and categorising the factors of production used in the production of and that satisfy the and of a local community
- distinguishing between and , and how might be used more sustainably to meet these and into the future

Students learn about:

**types of resources, including natural, human and capital, and how they satisfy need**

(AC9HS5K08)

### **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

### **Responding to ethical issues**

- Making and reflecting on ethical decisions

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

- Examine values, rights and responsibilities and ethical norms

### **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

### **Resources**

### **Work Samples**

## **WS01 - Establishment of a new colony**

## **WS02 - Needs versus wants**

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

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

### **Content description**

AC9HS5K08

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

## **Content description**

AC9HS5K08

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

## **Content description**

AC9HS5K08

### **Continuum extract**

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

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

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

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

## **Content description**

AC9HS5K08

### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

## **Resource – WS02 - Needs versus wants**

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

## **AC9HS5K08**

types of resources, including natural, human and capital, and how they satisfy needs and wants

## **AC9HS5S02**

locate, collect and organise information and data from primary and secondary sources in a range of



formats

## **AC9HS5S03**

evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships

## **AC9HS5S05**

develop evidence-based conclusions

## **AC9HS5S06**

propose actions or responses to issues or challenges and use criteria to assess the possible effects

## **AC9HS5S07**

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

## **AC9HS5S01**

**develop questions to investigate people, events, developments, places and systems**

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### **Elaborations**

- asking questions that address relevant disciplinary concepts before, during and after an investigation to frame and guide the stages of an inquiry; for example, “What caused Britain to establish Australia after 1800?”, “What does this source indicate about the significance of an event?”, “How do they differ and what can I determine from ?”, “How do the sources help me answer my questions and reach conclusions?”
- developing different types of questions for different purposes, such as probing questions to seek details, open-ended questions to elicit more ideas, and practical questions to guide practical choices
- developing questions to guide the identification and use of useful sources for an investigation or project; for example, “Is this source useful?”, “Who can help us do this project?”, “What protocols must we follow when we do this inquiry/project?”, “What do we need to conduct this project?”

Students learn about:

**develop questions to investigate people, events, developments, places and systems**

(AC9HS5S01)

### **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**

AC9HS5S01

#### **Continuum extract**

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

- develop questions to examine unfamiliar ideas and topics

- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9HS5S01

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- 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")

## **Snapshot – Develop questions**

### **Critical and Creative Thinking: Inquiring: Develop questions**

#### **Content description**

AC9HS5S01

#### **Continuum extract**

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

- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

## **Snapshot – Develop questions**

### **Critical and Creative Thinking: Inquiring: Develop questions**

## Content description

AC9HS5S01

### Continuum extract

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

- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

## Snapshot – Develop questions

### Critical and Creative Thinking: Inquiring: Develop questions

## Content description

AC9HS5S01

### Continuum extract

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

- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

## AC9HS5S02

### locate, collect and organise information and from in a range of formats

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### Elaborations

- finding information in about the past (for example, maps, stories, songs, music, dance, diaries, official documents, artworks, , newspapers of the day, advertisements) and about geography (for example, and photographs), and from (for example, books, internet articles, maps, plans and reports in digital and non-digital form)
- using such as a globe, wall map or a digital application to collect information; for example, to identify the influences of people on the characteristics of places in other countries, or the of information they have collected through
- conducting surveys or interviews to gather primary that support decision-making processes when investigating an issue, and summarising the key points or particular points of view; for example, surveying the views of conflicting parties in a planning or environmental dispute
- categorising information using digital and non-digital graphic organisers, such as flow charts, consequence wheels, futures timelines, Venn diagrams, decision-making matrixes and bibliography templates, for an appropriate ; for example, creating flow charts that show the steps in an electoral process such as a class vote or a local council , or the sequence of steps to rehabilitate a natural area, or the sequence of actions in achieving a
- constructing timelines, maps, tables and graphs using appropriate digital applications and , such as border, source, scale, legend, title and north point, to display and information; for example, the movement of peoples over time in a , a sequence of key events, the population growth of an Australian , and religious groups in Australia at different times, information on and

Students learn about:

### locate, collect and organise information and data from primary and secondary source formats

(AC9HS5S02)

## **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**

- Acquire and collate data

### **Managing and operating**

- Select and operate tools

### **Investigating**

- Locate information
- Acquire and collate data

### **Responding to ethical issues**

- Making and reflecting on ethical decisions

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

- Examine values, rights and responsibilities and ethical norms

### **Inquiring**

- Identify, process and evaluate information

### **Investigating**

- Acquire and collate data
- Interpret data

### **Inquiring**

- Identify, process and evaluate information

### **Investigating**

- Acquire and collate data
- Interpret data

### **Managing and operating**

- Select and operate tools

### **Related content**

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

AC9E5LY01

AC9M5SP02

AC9M5ST01

AC9M5ST02

AC9M5ST03

AC9S5I03

AC9S5I04

AC9TDI6P07

### **Resources**

### **Work Samples**

### **WS01 - Establishment of a new colony**

### **WS02 - Needs versus wants**

## **WS03 - Severe weather**

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

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

##### **Content description**

AC9HS5S02

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9HS5S02

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

##### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

##### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the

phrase "vast desert")

- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)

- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

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

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

#### **Content description**

AC9HS5S02

#### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

## **Snapshot – Locate information**

### **Digital Literacy: Investigating: Locate information**

#### **Content description**

AC9HS5S02

#### **Continuum extract**

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

- locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
- locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
- locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria

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

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

#### **Content description**

AC9HS5S02

#### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

## **Snapshot – Acquire and collate data**

### **Digital Literacy: Investigating: Acquire and collate data**

#### **Content description**

AC9HS5S02

#### **Continuum extract**

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

- collect and access data using a range of digital tools and methods in response to a defined question
- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

## **Snapshot – Select and operate tools**

### **Digital Literacy: Managing and operating: Select and operate tools**

#### **Content description**

AC9HS5S02

#### **Continuum extract**

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

- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

## **Snapshot – Locate information**

### **Digital Literacy: Investigating: Locate information**

#### **Content description**

AC9HS5S02

#### **Continuum extract**

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

- locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
- locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
- locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria

## **Snapshot – Acquire and collate data**

### **Digital Literacy: Investigating: Acquire and collate data**

#### **Content description**

AC9HS5S02

#### **Continuum extract**

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

- collect and access data using a range of digital tools and methods in response to a defined question
- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

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

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

#### **Content description**

AC9HS5S02



## **Continuum extract**

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

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

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

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

### **Content description**

AC9HS5S02

## **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

### **Content description**

AC9HS5S02

## **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

### **Snapshot – Acquire and collate data**

## **Digital Literacy: Investigating: Acquire and collate data**

### **Content description**

AC9HS5S02

## **Continuum extract**

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

- collect and access data using a range of digital tools and methods in response to a defined question
- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

### **Snapshot – Interpret data**

## **Digital Literacy: Investigating: Interpret data**

### **Content description**

AC9HS5S02

## **Continuum extract**

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

- organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
- analyse and visualise data using a range of digital tools to identify patterns and make predictions
- analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions

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

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

##### **Content description**

AC9HS5S02

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

### **Snapshot – Acquire and collate data**

#### **Digital Literacy: Investigating: Acquire and collate data**

##### **Content description**

AC9HS5S02

##### **Continuum extract**

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

- collect and access data using a range of digital tools and methods in response to a defined question
- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

### **Snapshot – Interpret data**

#### **Digital Literacy: Investigating: Interpret data**

##### **Content description**

AC9HS5S02

##### **Continuum extract**

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

- organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
- analyse and visualise data using a range of digital tools to identify patterns and make predictions
- analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions

### **Snapshot – Select and operate tools**

#### **Digital Literacy: Managing and operating: Select and operate tools**

##### **Content description**

AC9HS5S02

##### **Continuum extract**

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

- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

## **Resource – WS01 - Establishment of a new colony**

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

### **AC9HS5K01**

the economic, political and social causes of the establishment of British colonies in Australia after 1800

### **AC9HS5K02**

the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment

### **AC9HS5K03**

the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony

### **AC9HS5K08**

types of resources, including natural, human and capital, and how they satisfy needs and wants

### **AC9HS5S02**

locate, collect and organise information and data from primary and secondary sources in a range of formats

### **AC9HS5S05**

develop evidence-based conclusions

### **AC9HS5S07**

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

## **Resource – WS02 - Needs versus wants**

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and

explanations.

## **AC9HS5K08**

types of resources, including natural, human and capital, and how they satisfy needs and wants

## **AC9HS5S02**

locate, collect and organise information and data from primary and secondary sources in a range of formats

## **AC9HS5S03**

evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships

## **AC9HS5S05**

develop evidence-based conclusions

## **AC9HS5S06**

propose actions or responses to issues or challenges and use criteria to assess the possible effects

## **AC9HS5S07**

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

### **Resource – WS03 - Severe weather**

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

## **AC9HS5K04**

the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place

## **AC9HS5K05**

the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences

## **AC9HS5S02**

locate, collect and organise information and data from primary and secondary sources in a range of formats

## **AC9HS5S03**

evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships

## **AC9HS5S05**

develop evidence-based conclusions

## **AC9HS5S06**

propose actions or responses to issues or challenges and use criteria to assess the possible effects

## **AC9HS5S07**

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

## **AC9HS5S03**

**evaluate information and in a range of formats to identify and describe patterns and trends, or to infer relationships**

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### **Elaborations**

- interpreting presented in a line, bar, column or pie graph; for example, about results, common influences on the purchases of class members, the likelihood of an outcome or event reoccurring
- examining visual and written sources to infer relationships; for example, examining photographs to see how people respond to droughts in enterprising ways; examining maps to investigate patterns in the ; investigating written sources to explore patterns in the development of colonial society
- exploring maps and sources showing First Nations Australians' language groups and , to explain the of their connections to

Students learn about:

**evaluate information and data in a range of formats to identify and describe patterns to infer relationships**

(AC9HS5S03)

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

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

#### **Analysing**

- Interpret concepts and problems

#### **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 .

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Investigating**

- Interpret data

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

## **Related content**

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

AC9M5ST01

AC9M5ST02

AC9M5ST03

## **Resources**

### **Work Samples**

#### **WS02 - Needs versus wants**

#### **WS03 - Severe weather**

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

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

##### **Content description**

AC9HS5S03

##### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

##### **Content description**

AC9HS5S03

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9HS5S03

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)

- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")

- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

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

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

#### **Content description**

AC9HS5S03

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

#### **Content description**

AC9HS5S03

#### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual



information and digital sources

- compare information and opinion that can be verified against claims based on personal preference
- 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

### **Snapshot – Interpret data**

#### **Digital Literacy: Investigating: Interpret data**

##### **Content description**

AC9HS5S03

##### **Continuum extract**

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

- organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
- analyse and visualise data using a range of digital tools to identify patterns and make predictions
- analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions

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

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

##### **Content description**

AC9HS5S03

##### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

##### **Content description**

AC9HS5S03

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

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

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

##### **Content description**

AC9HS5S03

##### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

#### **Content description**

AC9HS5S03

#### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

## **AC9HS5S04**

### **evaluate to determine , and perspectives**

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#### **Elaborations**

- identifying inferred messages, stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics, and other beliefs or attitudes presented in sources and media of the past (for example, a newspaper caricature or photos of a colonial-era Chinese goldfield worker, businesspeople, First Nations Australians, South Sea Islander workers, women and children) and in sources and media of the present, such as social media opinions about a particular industry
- evaluating the accuracy and the perspectives in information gained from ; for example, checking publication details for the author of speeches, advertisements, campaign materials, symbols and how-to-vote cards, or comparing sources of evidence to identify similarities and/or differences in accounts of the past that reflect different perspectives
- comparing sources of evidence to identify similarities and/or differences in accounts of and perspectives on the past; for example, comparing the differing experiences and feelings of miners, Chinese workers, women, children, leaders and First Nations Australian occupants during the Eureka Stockade; comparing colonial descriptions of Burke and Wills' achievements with those that have been recently published giving First Nations Australian perspectives; comparing representations of Ned Kelly in past and present publications

Students learn about:

### **evaluate primary and secondary sources to determine origin, purpose and perspective**

(AC9HS5S04)

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

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

#### **Analysing**

- Interpret concepts and problems

#### **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 .

#### **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

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

- Develop empathy

## **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

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

- Examine cultural perspectives and world views

## **Related content**

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

AC9E5LY05

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

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

##### **Content description**

AC9HS5S04

##### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

##### **Content description**

AC9HS5S04

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9HS5S04

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

## **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

## **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

## **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

## **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

## **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

## **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

## **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

## **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

## **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

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

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

#### **Content description**

AC9HS5S04

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

### **Content description**

AC9HS5S04

#### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

### **Snapshot – Develop empathy**

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

### **Content description**

AC9HS5S04

#### **Continuum extract**

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

- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

## **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, stereotypes, prejudices and discrimination**

### **Content description**

AC9HS5S04

#### **Continuum extract**

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

- describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

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

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

### **Content description**

AC9HS5S04

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

## **Content description**

AC9HS5S04

### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

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

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

## **Content description**

AC9HS5S04

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

## **Content description**

AC9HS5S04

### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

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

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

## **Content description**

AC9HS5S04

### **Continuum extract**

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

- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

## **AC9HS5S05**

### **develop evidence-based conclusions**

- 
- 

### **Elaborations**

- identifying valid evidence that can be used to form a conclusion and considering the difference between a conclusion based on evidence and one based on personal preference or on the use of limited sources
- drawing conclusions based on identified evidence from that consider differing information; for example, using analysis and evaluation of such as images, posters and newspaper articles, and such as books and websites, on which to base conclusions
- drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence
- drawing conclusions about a community and/or the environment; for example, changing democratic from past to present, patterns of human consumption and changes in environments
- considering the used and how this may have influenced the of the conclusions of the inquiry; for example, the reliability of information in a source such as a agency website versus a private blog, the date a secondary source was created and the views that prevailed at the time

Students learn about:

### **develop evidence-based conclusions**

(AC9HS5S05)

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

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

#### **Analysing**

- Draw conclusions and provide reasons

#### **Reading and viewing**

- Understanding texts

#### **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

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Draw conclusions and provide reasons

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Inquiring**

- Identify, process and evaluate information

### **Resources**

### **Work Samples**

### **WS01 - Establishment of a new colony**

### **WS02 - Needs versus wants**

### **WS03 - Severe weather**



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

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

#### **Content description**

AC9HS5S05

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- 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

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9HS5S05

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

#### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

#### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

#### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

## **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9HS5S05

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

#### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

#### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

#### **Generic indicators**

- uses tense with variable accuracy throughout the text (see Grammar)
- consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)
- uses a variety of sentence structures and sentence beginnings
- spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)
- uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)
- uses articles accurately (e.g. "a", "an", "the") (see Grammar)
- uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

#### **Generic indicators**

- maintains appropriate tense throughout the text (see Grammar)

- uses a range of sentences including correctly structured complex sentences (see Grammar)
- spells simple, most complex and some challenging words correctly (see Spelling)
- uses all simple and complex punctuation correctly (e.g. semi colons) apostrophes of possession) (see Punctuation)
- writes cohesive paragraphs that develop one main idea

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

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

#### **Content description**

AC9HS5S05

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- 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

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

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

#### **Content description**

AC9HS5S05

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

#### **Content description**

AC9HS5S05

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- 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

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

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

#### **Content description**

AC9HS5S05

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

## **Content description**

AC9HS5S05

### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- 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

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

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

## **Content description**

AC9HS5S05

### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

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

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

## **Content description**

AC9HS5S05

### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- 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

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

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

## **Content description**

AC9HS5S05

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- 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

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

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

## **Content description**

AC9HS5S05

### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- 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

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

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

##### **Content description**

AC9HS5S05

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

### **AC9HS5S06**

#### **propose actions or responses to issues or challenges and use criteria to assess the possible effects**

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##### **Elaborations**

- forecasting probable futures for an issue; for example, how native fauna populations might change if an introduced species such as the cane toad, carp, feral cats or rabbits continues to increase in population and proposing preferred futures that relate to the issue
- undertaking a project that responds to an identified challenge or issue with strategies to be used that will achieve desired outcomes; for example, a school fundraising activity, an ecological preservation project, a school-based opinion poll about a relevant issue
- asking questions in order to consider potential effects; for example, “What could be the effects of my purchasing decisions?”, “Are and the same for everyone?”, “Why can’t all and be satisfied?”, “How can I contribute to a sustainable environment?”
- participating in a relevant democratic process, such as class votes, mock and school decision-making processes such as student councils
- making judgements about how effectively challenges have been addressed in the past (for example, relative success of a response to challenges during colonial ) or how effectively a current challenge is being addressed (for example, a response to an environmental issue or a strategy for economic development)
- using criteria to evaluate the possible options that people could take to resolve challenges, such as improving water quality, managing excess waste and providing , and using criteria to improve responses in communities to environmental hazards; for example, considering economic factors such as , and costs, as well as environmental, health and social factors

Students learn about:

#### **propose actions or responses to issues or challenges and use criteria to assess the**

(AC9HS5S06)

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

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

##### **Analysing**

- Draw conclusions and provide reasons
- Evaluate actions and outcomes

## **Responding to ethical issues**

- Explore ethical perspectives and frameworks
- Explore ethical issues
- Making and reflecting on ethical decisions

## **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

## **Elaborations**

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

## **Responding to ethical issues**

- Making and reflecting on ethical decisions

## **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

## **Systems**

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

## **Generating**

- Consider alternatives

## **Social management**

- Collaboration
- Leadership

## **Analysing**

- Draw conclusions and provide reasons

## **Inquiring**

- Develop questions

## **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

## **Responding to ethical issues**

- Making and reflecting on ethical decisions

## **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

## **Social management**

- Collaboration
- Leadership

## **Analysing**

- Draw conclusions and provide reasons

## **Responding to ethical issues**

- Making and reflecting on ethical decisions

## **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

## **Analysing**

- Draw conclusions and provide reasons
- Evaluate actions and outcomes

## **Responding to ethical issues**

- Explore ethical perspectives and frameworks
- Explore ethical issues
- Making and reflecting on ethical decisions

## **Resources**

## **Work Samples**

## **WS02 - Needs versus wants**

## **WS03 - Severe weather**

**Snapshot – Draw conclusions and provide reasons**

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

## **Content description**

AC9HS5S06

### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- 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

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

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

#### **Content description**

AC9HS5S06

#### **Continuum extract**

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

- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
- 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

## **Snapshot – Explore ethical perspectives and frameworks**

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

#### **Content description**

AC9HS5S06

#### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

## **Snapshot – Explore ethical issues**

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

#### **Content description**

AC9HS5S06

#### **Continuum extract**

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

- use examples to describe how people may have different values and perspectives that they apply to an ethical issue
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues

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

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

#### **Content description**

AC9HS5S06

#### **Continuum extract**

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

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions



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

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

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

##### **Content description**

AC9HS5S06

##### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

##### **Content description**

AC9HS5S06

##### **Continuum extract**

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

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9HS5S06

##### **Continuum extract**

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

- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9HS5S06

##### **Continuum extract**

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

### **Snapshot – Leadership**

#### **Personal and Social capability: Social management: Leadership**

##### **Content description**

AC9HS5S06

## **Continuum extract**

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

- guide and make leadership decisions with a view to how these influence others
- select and use different leadership approaches when acting as a sole leader or leading with others
- devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process

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

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

#### **Content description**

AC9HS5S06

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- 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

## **Snapshot – Develop questions**

### **Critical and Creative Thinking: Inquiring: Develop questions**

#### **Content description**

AC9HS5S06

#### **Continuum extract**

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

- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

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

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

#### **Content description**

AC9HS5S06

#### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

#### **Content description**

AC9HS5S06

#### **Continuum extract**

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

- describe decision-making processes with reference to ethical perspective and values

- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

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

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

##### **Content description**

AC9HS5S06

##### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9HS5S06

##### **Continuum extract**

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

### **Snapshot – Leadership**

#### **Personal and Social capability: Social management: Leadership**

##### **Content description**

AC9HS5S06

##### **Continuum extract**

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

- guide and make leadership decisions with a view to how these influence others
- select and use different leadership approaches when acting as a sole leader or leading with others
- devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process

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

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

##### **Content description**

AC9HS5S06

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- 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

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

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

##### **Content description**

AC9HS5S06

### **Continuum extract**

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

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

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

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

#### **Content description**

AC9HS5S06

### **Continuum extract**

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

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

#### **Content description**

AC9HS5S06

### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- 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

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

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

#### **Content description**

AC9HS5S06

### **Continuum extract**

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

- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
- 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

## **Snapshot – Explore ethical perspectives and frameworks**

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

#### **Content description**

AC9HS5S06

### **Continuum extract**

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

- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making

- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

## **Snapshot – Explore ethical issues**

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

#### **Content description**

AC9HS5S06

#### **Continuum extract**

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

- use examples to describe how people may have different values and perspectives that they apply to an ethical issue
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues

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

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

#### **Content description**

AC9HS5S06

#### **Continuum extract**

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

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

## **AC9HS5S07**

**present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions**

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- 

#### **Elaborations**

- selecting and referencing ideas and viewpoints from letters, graphs, tables, timelines, photographs and pictures, in descriptions and explanations
- using accurate and subject-appropriate terms; for example, historical terms such as “colonial”, “the gold era”, and “penal”; geographic terms such as “characteristics”, “environmental”, “human”, “sustainable”, and “management”; terms such as “electoral process”, “shared beliefs”; and economic terms such as “scarcity”, “choices”, and “and and

Students learn about:

**present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions**

(AC9HS5S07)

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

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

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Interacting

#### **Writing**

- Creating texts

#### **Social management**

- Communication

#### **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 .

## **Social management**

- Communication

## **Social management**

- Communication

## **Related content**

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

AC9E5LY06

AC9E5LY07

## **Resources**

## **Work Samples**

### **WS01 - Establishment of a new colony**

### **WS02 - Needs versus wants**

### **WS03 - Severe weather**

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9HS5S07

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

#### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

#### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important",

"should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

### **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)

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9HS5S07

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- 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")

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9HS5S07

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage



the reader)

### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

### **Generic indicators**

- uses tense with variable accuracy throughout the text (see Grammar)
- consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)
- uses a variety of sentence structures and sentence beginnings
- spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)
- uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)
- uses articles accurately (e.g. "a", "an", "the") (see Grammar)
- uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

### **Generic indicators**

- maintains appropriate tense throughout the text (see Grammar)
- uses a range of sentences including correctly structured complex sentences (see Grammar)
- spells simple, most complex and some challenging words correctly (see Spelling)
- uses all simple and complex punctuation correctly (e.g. semi colons) apostrophes of possession) (see Punctuation)
- writes cohesive paragraphs that develop one main idea

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9HS5S07

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9HS5S07

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

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## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9HS5S07

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

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- apply skills to address factors that influence verbal and non-verbal communication
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