(no-code)

how Australians are informed about and participate in

•

Elaborations

• investigating how Australians can participate in , such as in , contacting their elected , joining political parties and standing as , and using and taking

• explaining how who can vote and have a say in has changed since , and the importance of an independent electoral service such as the Australian Electoral Commission

• examining the issues of concern to young people in Australia today and investigating different ways they are seeking to influence political processes in addressing these issues

• analysing case studies of citizen participation in political campaigns such as the Uluru Statement from the Heart

• explaining how understanding of issues, policies and political choices are shaped and can contribute to active and informed , including the influence of the media and social media, political parties, interest groups and election campaigns

• examining a range of strategies used to influence electoral choices, such as public debate, media and social media, opinion polls and political consulting firms, advertising, interest groups and political party campaigns

Students learn about:

how Australians are informed about and participate in democracy

(AC9HC8K01)

General capabilities and cross-curriculum priorities

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

Social awareness

• Community awareness

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

Social awareness

• Community awareness

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Social awareness

• Community awareness

Understanding ethical concepts and perspectives

• Explore ethical concepts

• Examine values, rights and responsibilities and ethical norms

• Recognise influences on ethical behaviour and perspectives

Social awareness

• Community awareness

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.

Analysing

• Interpret concepts and problems

Social awareness

• Community awareness

Social management

• Decision-making

Analysing

• Interpret concepts and problems

Social awareness

• Community awareness

Social management

• Decision-making

Related content

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

AC9M8M05

AC9M8ST01

AC9M8ST03

Resources

Work Samples

WS01 - Perspectives on Australia's national identity

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• develop and apply criteria to evaluate the outcomes of individual and group decisions

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9HC8K01

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
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9HC8K01

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explain the way their actions and the actions of others influence communities
- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- evaluate■the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Recognise influences on ethical behaviour and perspectives

Ethical Understanding: Understanding ethical concepts and perspectives: Recogr ethical behaviour and perspectives

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
• explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HC8K01

Continuum extract

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

- 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
- develop and apply criteria to evaluate the outcomes of individual and group decisions

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explain the way their actions and the actions of others influence communities
- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HC8K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- develop and apply criteria to evaluate the outcomes of individual and group decisions

Resource – WS01 - Perspectives on Australia's national identity

By the end of Year 8, students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia. Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity.

Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action. Students use civic and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.

AC9HC8K01

how Australians are informed about and participate in democracy

AC9HC8K05

how culture and religion may influence individuals' and groups' perceptions and expressions of citizenship and their actions as citizens

AC9HC8K06

different experiences of, perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups

AC9HC8S03

analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges

AC9HC8S05

create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence

AC9HC8K02

the role of political parties and independent in , including and the formation of

•

Elaborations

• examining the structure and composition of current , both and state/territory

• evaluating different such as preferential and

• understanding how is formed and may be lost, through discussing concepts such as , the opposition, hung , minority , party discipline and balance of power

• investigating the roles of political parties and elected , including independents

Students learn about:

the role of political parties and independent representatives in Australian democrac

elections and the formation of governments

(AC9HC8K02)

General capabilities and cross-curriculum priorities

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

Social awareness

• Community awareness

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

Reflecting

• Transfer knowledge

Analysing

• Draw conclusions and provide reasons

Analysing

• Interpret concepts and problems

Social awareness

• Community awareness

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Social awareness

• Community awareness

Related content

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

areas.
AC9M8P03
AC9M8ST03

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HC8K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• develop and apply criteria to evaluate the outcomes of individual and group decisions

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HC8K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HC8K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9HC8K02

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
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K02

Continuum extract

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

• explain the way their actions and the actions of others influence communities

• analyse roles and responsibilities of citizens within communities

• evaluate ways of contributing to communities at local, regional, national and global levels

AC9HC8K03

the characteristics of and how are made in Australia through (statutory) and through the (common)

•

•

Elaborations

• exploring the characteristics of , such as reflecting society's ; being enforceable; being known, clear and understood; and being relatively stable

• understanding how can introduce new and without on them (for example, delegated or subordinate legislation is not made directly by an Act of , but under the authority of an Act of)

• questioning whether are affected by different cultural or social perspectives, such as those of First Nations Australians

• identifying the 2 chief sources of (and the) and analysing a case study of statute and common

• examining the relationship between and the

Students learn about:

the characteristics of laws and how laws are made in Australia through parliaments and through the courts (common law)

(AC9HC8K03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Understanding ethical concepts and perspectives

• Explore ethical concepts

• Examine values, rights and responsibilities and ethical norms

Elaborations

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

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 issues

• Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

• Explore ethical concepts

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Examine cultural perspectives and world views

Culture

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

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.

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate■the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HC8K03

Continuum extract

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

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

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- evaluate◼the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9HC8K03

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
• 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

AC9HC8K04

the types of in Australia, including criminal and civil , and the place of First Nations Australian customary

-

-

Elaborations

- explaining the fundamental difference between criminal and civil and their role in the protection of and freedoms
- distinguishing statutory and common from executive (delegated) and identifying how the houses of can disallow delegated legislation
- examining the significance of customary for First Nations Australians through selected case studies
- evaluating the opportunities and limitations of Native Title for First Nations Australians

Students learn about:

the types of law in Australia, including criminal law and civil law, and the place of Fi Australian customary law

(AC9HC8K04)

General capabilities and cross-curriculum priorities

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

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.

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

Reflecting on culture and cultural diversity

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

Culture

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

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.

Analysing

• Interpret concepts and problems
• Evaluate actions and outcomes

Culture

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

Country/Place

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

People

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HC8K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate examples of beliefs, values and cultural practices for connections between cultures and
identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HC8K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate how common and conflicting values within and across cultural and linguistic groups affect
the presentation of cultural perspectives and world views

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HC8K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate the effectiveness of a course of action or the outcome of a task, 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
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

AC9HC8K05

how culture and religion may influence individuals' and groups' perceptions and expressions of and their actions as

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Elaborations

- exploring how people express different aspects of their personal through membership of multiple communities, such as cultural groups, faith groups, professional associations, trade unions, and sporting and social clubs, and how this is reflected in expressions of ; for example, fund-raising for community services or supporting people experiencing health concerns
- exploring the collective identities of several different groups in Australia's society, and how these identities might be represented and perceived
- discussing the differences between legal , active and

Students learn about:

how culture and religion may influence individuals' and groups' perceptions and ex

citizenship and their actions as citizens

(AC9HC8K05)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Navigating intercultural contexts

- Consider responses to intercultural contexts

Social awareness

- Community awareness

Elaborations

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

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

Growing Asia-Australia engagement

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

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

Growing Asia-Australia engagement

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

Analysing

- Interpret concepts and problems

Social awareness

- Community awareness

Resources

Work Samples

WS01 - Perspectives on Australia's national identity

Snapshot – Develop multiple perspectives

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

Content description

AC9HC8K05

Continuum extract

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

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HC8K05

Continuum extract

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

• 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

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

Content description

AC9HC8K05

Continuum extract

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

• explain how intercultural experiences affect what they learn about relationship-building and interactions

• analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K05

Continuum extract

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

• explain the way their actions and the actions of others influence communities

• analyse roles and responsibilities of citizens within communities

• evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HC8K05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HC8K05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9HC8K05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HC8K05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HC8K05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9HC8K05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

AC9HC8K06

different experiences of, perspectives on and debates about Australia's national and , including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups

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Elaborations

- examining the meaning of "national , what it means to be an Australian citizen, and its role and significance in a globalised world
- analysing different representations of Australian , historical and current
- investigating the factors shaping debates about Australian , such as place, immigration and standard of living
- exploring the reasons why some migrants elect to be become Australian , while others choose not to become
- examining the types of questions asked in the test and exploring how these questions reflect our national
- discussing how the national anthem contributes to our national

Students learn about:

different experiences of, perspectives on and debates about Australia's national ide citizenship, including the perspectives of First Nations Australians as owners of the nations, and of different migrant groups

(AC9HC8K06)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

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

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.
- 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.

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

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

Analysing

- Interpret concepts and problems

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Examine cultural perspectives and world views

• Explore the influence of cultures on interactions

Analysing

• Interpret concepts and problems

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Examine cultural perspectives and world views

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Social awareness

• Empathy

• Community awareness

Resources

Work Samples

WS01 - Perspectives on Australia's national identity

WS02 - Australia's national identity

Snapshot – Develop multiple perspectives

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

Content description

AC9HC8K06

Continuum extract

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

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HC8K06

Continuum extract

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

• 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

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HC8K06

Continuum extract

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

• 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

• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K06

Continuum extract

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

• 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

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

Snapshot – Develop multiple perspectives

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

Content description

AC9HC8K06

Continuum extract

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

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HC8K06

Continuum extract

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

• 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

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine

perspectives and world views

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9HC8K06

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
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9HC8K06

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
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HC8K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

Resource – WS02 - Australia's national identity

By the end of Year 8, students explain how Australians are informed about and participate in their democracy.■They describe the roles of political parties and elected representatives in Australian government.■They explain the characteristics of laws, how laws are made and the types of law in Australia.■Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity.

Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action.

Students use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.

AC9HC8K06

different experiences of, perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups

AC9HC8S01

develop questions to investigate Australia's political and legal systems, and contemporary civic issues

AC9HC8S02

locate, select and organise information, data and ideas from different sources

AC9HC8S03

analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges

AC9HC8S04

explain the methods or strategies related to making decisions about civic participation

AC9HC8S05

create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence

AC9HC8S01

develop questions to investigate Australia's political and , and contemporary civic issues

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Elaborations

• developing a key question and related questions to investigate an issue; for example, "How do young people effectively participate in democratic processes to influence issues that impact on them?", "How did public opinion help in persuading the on the importance of providing a National Disability Insurance Scheme?"

• developing a range of closed and open-ended questions about a particular topic or issue; for example, "What are the main features of a ?", "How are made?" and "What is the relationship between and active ?"

• considering current events to generate ideas for research; for example, how Australian have developed media and communications campaigns on public health issues to reach the culturally and linguistically groups in Australia, why media coverage of the National Agreement on Closing the Gap reflects changing perspectives on Australia's national

Students learn about:

develop questions to investigate Australia's political and legal systems, and conten issues

(AC9HC8S01)

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

Generating

• Consider alternatives

Reflecting

• Transfer knowledge

Resources

Work Samples

WS02 - Australia's national identity

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HC8S01

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 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

• develop questions to investigate complex issues and topics

• questions developed facilitate increasing understanding of abstract ideas and concepts

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9HC8S01

Learning progression extract

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

• 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")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

• uses language strategically to subtly align others to own perspective as appropriate to audience

and purpose

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HC8S01

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 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
• develop questions to investigate complex issues and topics
• questions developed facilitate increasing understanding of abstract ideas and concepts

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HC8S01

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 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
• develop questions to investigate complex issues and topics
• questions developed facilitate increasing understanding of abstract ideas and concepts

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HC8S01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HC8S01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

Resource – WS02 - Australia's national identity

By the end of Year 8, students explain how Australians are informed about and participate in their democracy.■They describe the roles of political parties and elected representatives in Australian government.■They explain the characteristics of laws, how laws are made and the types of law in Australia.■Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity.

Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.

AC9HC8K06

different experiences of, perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups

AC9HC8S01

develop questions to investigate Australia's political and legal systems, and contemporary civic issues

AC9HC8S02

locate, select and organise information, data and ideas from different sources

AC9HC8S03

analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges

AC9HC8S04

explain the methods or strategies related to making decisions about civic participation

AC9HC8S05

create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence

AC9HC8S02

locate, select and organise information, and ideas from different sources

•

•

Elaborations

• locating information from a range of print and online sources (for example, online journal articles, news reports or social media posts) using advanced search functions or targeted criteria about a issue, such as the nature of the Australian test

• selecting information from a range of sources by applying understandings of accuracy and reliability to the selection of information

• organising the ideas in different sources, such as opinion pieces, information from political parties, reports and reports from independent organisations, by identifying bias, language choices and selective use of information

Students learn about:

locate, select and organise information, data and ideas from different sources

(AC9HC8S02)

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

Understanding ethical concepts and perspectives

• Explore ethical concepts

• Examine values, rights and responsibilities and ethical norms

• Recognise influences on ethical behaviour and perspectives

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Related content

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

AC9M8ST03

AC9M8ST04

AC9TDI8P01

Resources

Work Samples

WS02 - Australia's national identity

Snapshot – Identify, process and evaluate information

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

Content description

AC9HC8S02

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

• 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

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

• evaluate the information selected to determine bias and reliability

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HC8S02

Learning progression extract

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

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)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts
• analyses the techniques authors use to position readers
• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

Snapshot – Identify, process and evaluate information

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

Content description

AC9HC8S02

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
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9HC8S02

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 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
• locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

Snapshot – Identify, process and evaluate information

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

Content description

AC9HC8S02

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
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HC8S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate■the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HC8S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Recognise influences on ethical behaviour and perspectives

Ethical Understanding: Understanding ethical concepts and perspectives: Recogr ethical behaviour and perspectives

Content description

AC9HC8S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

Snapshot – Develop multiple perspectives

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

Content description

AC9HC8S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HC8S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

AC9HC8S03

analyse information, and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges

•

•

Elaborations

• examining speeches from prominent Australian politicians or jurists to explain how Australia's legal and political systems promote a fair and
• identifying and analysing the criteria for awarding Australian of the Year and Young Australian of the Year and explaining the different ways in which recipients of these awards have met the criteria and demonstrated the of "good "
• examining letters to the editor about current issues, and identifying and explaining the differences of opinion
• identifying and explaining possible reasons for the difference in perspectives about a civics and issue, such as marriage equality

Students learn about:

analyse information, data and ideas about political, legal or civic issues to identify a
differences in perspectives and potential challenges

(AC9HC8S03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

Reading and viewing

• Understanding texts

Elaborations

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

Understanding ethical concepts and perspectives

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

Understanding ethical concepts and perspectives

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Navigating intercultural contexts

• Adapt in intercultural exchanges

Related content

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

AC9E8LY05

Resources

Work Samples

WS01 - Perspectives on Australia's national identity

WS02 - Australia's national identity

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8S03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HC8S03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HC8S03

Learning progression extract

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

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)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explore

Content description

AC9HC8S03

Continuum extract

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

• 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

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

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HC8S03

Continuum extract

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

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

Snapshot – Recognise influences on ethical behaviour and perspectives

Ethical Understanding: Understanding ethical concepts and perspectives: Recogn
ethical behaviour and perspectives

Content description

AC9HC8S03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• explore and analyse examples of the tensions between conflicting positions on issues of personal,
social and global importance

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HC8S03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate■the consistency in meaning of ethical concepts, such as trust, freedom and rights and
responsibilities, in a range of situations and contexts

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HC8S03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• describe the importance of values, rights and responsibilities when reaching a position on an
ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Recognise influences on ethical behaviour and perspectives

Ethical Understanding: Understanding ethical concepts and perspectives: Recogn
ethical behaviour and perspectives

Content description

AC9HC8S03

Continuum extract

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

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

Snapshot – Develop multiple perspectives

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

Content description

AC9HC8S03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HC8S03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9HC8S03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Resource – WS01 - Perspectives on Australia's national identity

By the end of Year 8, students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia. Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity.

Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action. Students use civic and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.

AC9HC8K01

how Australians are informed about and participate in democracy

AC9HC8K05

how culture and religion may influence individuals' and groups' perceptions and expressions of citizenship and their actions as citizens

AC9HC8K06

different experiences of, perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups

AC9HC8S03

analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges

AC9HC8S05

create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence

AC9HC8S04

explain the methods or strategies related to making decisions about civic participation

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Elaborations

• describing how active strategies may contribute to an informed and positive change, and to building a democratically ; for example, stopping whaling, reducing carbon emissions

• explaining the links between democratic societies, active and at national, and global levels, and methods used to take civic action; for example, who protest against militaristic and authoritarian regimes and/or abuses of in other societies

Students learn about:

explain the methods or strategies related to making decisions about civic participat

(AC9HC8S04)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

• Draw conclusions and provide reasons

• Evaluate actions and outcomes

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

• Explore ethical issues

• Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

• Recognise influences on ethical behaviour and perspectives

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views
Navigating intercultural contexts

• Adapt in intercultural exchanges
Responding to ethical issues

• Explore ethical issues

• Making and reflecting on ethical decisions
Understanding ethical concepts and perspectives

• Recognise influences on ethical behaviour and perspectives
Engaging with cultural and linguistic diversity

• Develop multiple perspectives
Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views
Navigating intercultural contexts

• Adapt in intercultural exchanges
Resources
Work Samples

WS02 - Australia's national identity

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8S04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HC8S04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and
arguments before making recommendations

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HC8S04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate the effectiveness of a course of action or the outcome of a task, 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

- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9HC8S04

Continuum extract

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

- 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
- analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HC8S04

Continuum extract

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

- 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
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HC8S04

Continuum extract

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

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

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HC8S04

Continuum extract

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

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HC8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HC8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse■biases■when applying ethical concepts,■values■and ethical frameworks,■in order to explore and evaluate ethical decisions

Snapshot – Recognise influences on ethical behaviour and perspectives

Ethical Understanding: Understanding ethical concepts and perspectives: Recogr ethical behaviour and perspectives

Content description

AC9HC8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

Snapshot – Develop multiple perspectives

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

Content description

AC9HC8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HC8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9HC8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HC8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HC8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- analyse■biases■when applying ethical concepts,■values■and ethical frameworks,■in order to explore and evaluate ethical decisions

Snapshot – Recognise influences on ethical behaviour and perspectives

Ethical Understanding: Understanding ethical concepts and perspectives: Recogn ethical behaviour and perspectives

Content description

AC9HC8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

Snapshot – Develop multiple perspectives

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

Content description

AC9HC8S04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HC8S04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9HC8S04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

AC9HC8S05

create descriptions, explanations and using civics and knowledge, concepts and terms that reference evidence

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Elaborations

• persuading the public on a contemporary issue or about a need for action, using evidence; for example, to argue the case for a or an advertisement promoting participation in Australia's
• using appropriate terms and concepts such as "freedoms", , "common , "statutory and "customary
Students learn about:

create descriptions, explanations and arguments using civics and citizenship know
terms that reference evidence

(AC9HC8S05)
General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

Reading and viewing

• Understanding texts

Speaking and listening

• Interacting

Writing

• Creating texts

Elaborations

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

Social awareness

• Empathy

Social management

• Communication

Social management

• Communication

Related content

This content description can be taught with the following content descriptions from other learning areas.
AC9E8LY06
AC9E8LY07

Resources

Work Samples

WS01 - Perspectives on Australia's national identity

WS02 - Australia's national identity

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HC8S05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HC8S05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HC8S05

Learning progression extract

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

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)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9HC8S05

Learning progression extract

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

• 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")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9HC8S05

Learning progression extract

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

Crafting ideas

• creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)

• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs

• includes ideas which are relevant to the topic and purpose of the text

• organises information into paragraphs to support the reader

• includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

• uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")

• uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)

• selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)

• uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

• uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

Crafting ideas

• creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)

• selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)

• orients the reader to the topic or concept using a definition or classification

• develops ideas with details and examples

• uses ideas derived from research

• uses written and visual supporting evidence

Text forms and features

• uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)

• uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")

• includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)

• uses language to compare (e.g. "alternatively", "whereas")

• uses formatting appropriately to reference and label graphics

Vocabulary

• uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")

• uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)

• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)

• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)

• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HC8S05

Continuum extract

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

• 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

• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9HC8S05

Continuum extract

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

• 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

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9HC8S05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback