**(no-code)**

**significant individuals, events and ideas that led to Australia's , the and**

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**Elaborations**

• studying Australia's path to through an examination of key people and events, such as Henry Parkes, Edmund Barton, Alfred Deakin, George Reid, John Quick, the Tenterfield Oration, the Corowa Conference and the held in the between 1898 and 1900

• exploring how the United States of America's model of (the Washington system) contributed to the ideas for Andrew Clark's first draft of the

• investigating how Australia's and has in the Magna Carta, the English Civil War and and, therefore, why we have a and why there was a (legislative, executive, judiciary)

Students learn about:

# significant individuals, events and ideas that led to Australia's Federation, the Cons democratic system of government

(AC9HS6K01)

## General capabilities and cross-curriculum priorities

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

### Analysing

• Interpret concepts and problems

### Inquiring

• Identify, process and evaluate information

## Elaborations

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

### Analysing

• Interpret concepts and problems

### Inquiring

• Identify, process and evaluate information

### Analysing

• Interpret concepts and problems

### Inquiring

• Identify, process and evaluate information

### Analysing

• Interpret concepts and problems

### Inquiring

• Identify, process and evaluate information

## Resources

## Work Samples

# WS01 - Australia's Federation

## Snapshot – Interpret concepts and problems

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

#### Content description

AC9HS6K01

#### Continuum extract

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

• identify and prioritise significant elements and relationships within a concept or problem

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9HS6K01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Interpret concepts and problems

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

## Content description

AC9HS6K01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9HS6K01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Interpret concepts and problems

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

## Content description

AC9HS6K01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9HS6K01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Interpret concepts and problems

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

## Content description

AC9HS6K01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9HS6K01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Resource – WS01 - Australia's Federation

By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions

and explanations.

### AC9HS6K01

significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government

### AC9HS6K02

changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children

### AC9HS6K06

the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies

### AC9HS6K07

the roles and responsibilities of the 3 levels of government in Australia

### AC9HS6S02

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

### AC9HS6S05

develop evidence-based conclusions

### AC9HS6S07

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

## AC9HS6K02

**changes in Australia's political system and to Australian after and throughout the 20th century that impacted First Nations Australians, migrants, women and children**

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**Elaborations**

• describing the significance of the 1962 right to vote federally and the importance of the 1967 for First Nations Australians
• investigating the developments in advancing and for women, such as the suffragette movement, the right to vote, the bar on married women working, equal pay and the Sex Discrimination Act 1984
• investigating the developments in advancing and for all , including migrant groups; for example, the establishment of the minimum wage, anti-discrimination legislation and official national policy
• investigating the experiences of children who were placed in orphanages, homes and other institutions; for example, their food and shelter, protection, education and contacts with family

Students learn about:

## changes in Australia's political system and to Australian citizenship after Federation throughout the 20th century that impacted First Nations Australians, migrants, wom

(AC9HS6K02)

## General capabilities and cross-curriculum priorities

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

**Understanding ethical concepts and perspectives**

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

**Navigating intercultural contexts**

• Respond to biases, stereotypes, prejudices and discrimination

## Elaborations

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

**Understanding ethical concepts and perspectives**

• Examine values, rights and responsibilities and ethical norms

**Navigating intercultural contexts**

• Respond to biases, stereotypes, prejudices and discrimination

**Understanding ethical concepts and perspectives**

• Examine values, rights and responsibilities and ethical norms

**Navigating intercultural contexts**

• Respond to biases, stereotypes, prejudices and discrimination

**Understanding ethical concepts and perspectives**

• Examine values, rights and responsibilities and ethical norms

**Navigating intercultural contexts**

• Respond to biases, stereotypes, prejudices and discrimination

**Analysing**

• Interpret concepts and problems

**Inquiring**

• Identify, process and evaluate information

**Responding to ethical issues**

• Explore ethical issues

**Resources**

**Work Samples**

# WS01 - Australia's Federation

**Snapshot – Explore ethical concepts**

## Ethical Understanding: Understanding ethical concepts and perspectives: Explor

### Content description

AC9HS6K02

### Continuum extract

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

• identify ethical concepts, such as respect and tolerance, and describe how a situation or context
affects actions and behaviour

• identify and describe ethical concepts, such as truth and justice, and explain how perspectives
may vary according to the situation or context

• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and
equality, in a range of situations and contexts

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

## Ethical Understanding: Understanding ethical concepts and perspectives: Exami
## responsibilities and ethical norms

### Content description

AC9HS6K02

### Continuum extract

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

• describe how values, rights and responsibilities, and shared expectations influence responses and
decision-making

• describe how the relationships between values, rights and responsibilities, and ethical norms
influence responses and decisions related to ethical issues

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

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

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

### Content description

AC9HS6K02

### Continuum extract

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

• describe the effects of stereotyping on people in familiar intercultural exchanges, identifying

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

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

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

### Content description

AC9HS6K02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how values, rights and responsibilities, and shared expectations influence responses and
decision-making
• describe how the relationships between values, rights and responsibilities, and ethical norms
influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and
responsibilities, and ethical norms when responding to ethical issues

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

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

### Content description

AC9HS6K02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the effects of stereotyping on people in familiar intercultural exchanges, identifying
actions to change perceptions
• examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions
that demonstrate understanding and respect
• analyse the origins of biases, stereotypes and prejudices affecting interactions and the
representation of groups, proposing actions to build awareness of experiences or impacts

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

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

### Content description

AC9HS6K02
investigating the developments in advancing democracy and citizenship for women, such as the
suffragette movement, the right to vote, the bar on married women working, equal pay and the Sex
Discrimination Act 1984

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how values, rights and responsibilities, and shared expectations influence responses and
decision-making
• describe how the relationships between values, rights and responsibilities, and ethical norms
influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and
responsibilities, and ethical norms when responding to ethical issues

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

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

### Content description

AC9HS6K02

investigating the developments in advancing democracy and citizenship for women, such as the suffragette movement, the right to vote, the bar on married women working, equal pay and the Sex Discrimination Act 1984

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
• examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
• analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

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

## Ethical Understanding: Understanding ethical concepts and perspectives: Examining responsibilities and ethical norms

### Content description

AC9HS6K02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

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

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

### Content description

AC9HS6K02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
• examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
• analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

### Content description

AC9HS6K02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Explore ethical issues

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

#### Content description

AC9HS6K02

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use examples to describe how people may have different values and perspectives that they apply to an ethical issue
• describe how ethical perspectives or approaches to ethical issues may vary in different situations
• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues

## AC9HS6K03

**the motivation of people migrating to Australia since and throughout the 20th century, their stories and effects on Australian society, including migrants from the**

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#### Elaborations

• exploring push and pull factors that have contributed to people migrating to Australia, including economic factors, conflict and seeking political refuge, and inquiring into why particular 20th century migrant groups came to Australia; for example, migrants from Europe following the Second World War, migrants from South-East due to conflict, the Assisted Passage Migration scheme
• exploring individual narratives, using such as letters, documents and historical objects to interview and record an oral history of, for example, related to students' own family histories, and then outlining the journey and circumstances of arrival based on the sources, using approaches such as drama or digital presentations.
• describing practices related to family life, beliefs and customs of newly arrived migrant groups and exploring how these practices changed the communities in which they settled within Australia
• examining population that show the places of birth of Australia's people at one or more points of time in the past and today
• investigating the role of specific groups in Australia's economic and social development in, for example, the cattle industry, the Snowy Mountains Scheme and the pearling industry
• considering the contributions to Australia of notable Australians who were migrants or from migrant families, across a range of fields; for example, Hieu Van Le (the 35th Governor of South Australia), Sir Frank Lowy, Marita Cheng, Dame Marie Bashir
Students learn about:

**the motivation of people migrating to Australia since Federation and throughout the their stories and effects on Australian society, including migrants from the Asia reg**

(AC9HS6K03)

#### General capabilities and cross-curriculum priorities

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

#### Analysing

• Interpret concepts and problems

**Inquiring**

• Identify, process and evaluate information

**Growing Asia-Australia engagement**

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

**Elaborations**

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

**Analysing**

• Interpret concepts and problems

**Growing Asia-Australia engagement**

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

**Analysing**

• Interpret concepts and problems

• Draw conclusions and provide reasons

**Inquiring**

• Identify, process and evaluate information

**Creating and exchanging**

• Create, communicate and collaborate

**Managing and operating**

• Select and operate tools

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Growing Asia-Australia engagement**

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

**Investigating**

• Interpret data

**Statistics and probability**

• Interpreting and representing data

**Analysing**

• Interpret concepts and problems

**Analysing**

• Interpret concepts and problems

**Growing Asia-Australia engagement**

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

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

### Content description

AC9HS6K03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

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

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Draw conclusions and provide reasons**

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

### Content description

AC9HS6K03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

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

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

### Content description

AC9HS6K03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

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

## Snapshot – Create, communicate and collaborate

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

#### Content description

AC9HS6K03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

## Snapshot – Select and operate tools

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

#### Content description

AC9HS6K03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

## Snapshot – 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

AC9HS6K03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

## Snapshot – Interpret data

### Digital Literacy: Investigating: Interpret data

#### Content description

AC9HS6K03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
- analyse and visualise data using a range of digital tools to identify patterns and make predictions
- analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions

## Snapshot – Interpreting and representing data

# Numeracy: Statistics and probability: Interpreting and representing data

## Content description

AC9HS6K03

## Learning progression extract

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

## Collecting, displaying, interpreting and analysing numerical data

• poses questions based on variations in continuous numerical data and chooses the appropriate method to collect and record data (e.g. collects information on the heights of buildings or daily temperatures, tabulates the results and represents these graphically; uses a survey to collect primary data or secondary data extracted from census data)

• uses numerical and graphical representations relevant to the purpose of the collection of the data and explains their reasoning (e.g. "I can't use a frequency histogram for categorical data because there is no numerical connection between the categories"; converts their data to percentages in order to compare the girls' results to those of the boys, as the total number of boys and girls who participated in the survey was different)

• determines and calculates the most appropriate statistic to describe the spread of data (e.g. when creating an infographic, uses the mean of the data to describe household income and the median of the data for house prices)

• calculates simple descriptive statistics such as mode, mean or median as measures to represent typical values of a distribution (e.g. describes the mean kilojoule intake and median hours of exercise of a sample population when investigating community health and wellbeing; describes central tendency when analysing road safety statistics)

• compares the usefulness of different representations of the same data (e.g. chooses to use a line graph to illustrate trends, a bar graph to compare the living standards of different economies and a histogram to show income distribution)

• describes the spread of a data distribution in terms of the range, clusters, skewness and symmetry of the graphical display, and determines and makes connections to the mode, median and mean of the data

## Interpreting graphical representations

• uses features of graphical representations to make predictions (e.g. predicts audience numbers based on historical data; interprets a range of graphs to identify possible trends and make predictions such as economic growth, stock prices, interest rates, population growth)

• summarises data using fractions, percentages and decimals (e.g. 2 3 \frac23 3 2 ■ of a class live in the same suburb; represents road safety and sun safety statistics as a percentage of the Australian population)

• explains that continuous variables depicting growth or change often vary over time (e.g. creates growth charts to illustrate impacts of financial decisions; describes patterns in inflation rates, employment rates, migration rates over time; represents changes to fitness levels following the implementation of a personal fitness plan; interprets temperature charts)

• interprets graphs depicting motion such as distance–time and velocity–time graphs

• interprets and describes patterns in graphical representations of data from real-life situations such as the motion of a rollercoaster, flight trajectory of a basketball shot and the spread of disease

• investigates the association of 2 2 2 numerical variables through the representation and interpretation of bivariate data (e.g. uses scatter plots to represent bivariate data when investigating the relationship between 2 2 2 variables, such as income per capita, population density and life expectancy for different socio-economic groups)

• investigates, represents and interprets time series data (e.g. interrogates a time series graph showing the change in costs over time; uses a maximum daily temperature chart to determine the average temperature for the month)

• interprets the impact of changes to data (e.g. recognises the impact of outliers on a data set such as the income of a world-class professional athlete on the average income of players at the state/territory level; uses digital tools to enhance the quality of data in a science investigation)

## Sampling

• considers the context when determining whether to use data from a sample or a population

• determines what type of sample to use from a population (e.g. decides to use a representative sample when conducting targeted market research or when researching beliefs about a health-related issue)
• makes reasonable statements about a population based on evidence from samples (e.g. considers accuracy of representation of marginalised individuals or population groups)
• plans, executes and reports on sampling-based investigations, taking into account validity of methodology and consistency of data, to answer questions formulated by the student

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

# AC9HS6K04

**the geographical and of■places■in the , and its in relation to Australia**

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**Elaborations**

• exploring the of environments and types of in the , in part of the , or in a country in North-East, South-East or South and discussing any patterns
• investigating the differences in the population size and life expectancy of people in different countries
• describing the of places in countries of the in absolute terms, using latitude and longitude
• comparing the daily lives of people in other countries, in terms of food, clothing, personal and household , housing and education, and differences between the wealthy and poor in a country
• identifying examples of Indigenous peoples who live in different in , such as Orang Asli of Malaysia and Indonesia, the Tibetans and the Mongols, and appreciating their similarities and differences, and the ways they have lived sustainably over time
• researching the proportion of the Australian population and of the population from their local area who were born in each world , using from the Australian Bureau of Statistics, and then comparing aspects of selected cultures

Students learn about:

# the geographical■diversity and location of■places■in the Asia region, and its locat to Australia

(AC9HS6K04)

### General capabilities and cross-curriculum priorities

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

priorities.

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities
• Examine cultural perspectives and world views
• Explore the influence of cultures on interactions

**Knowing Asia and its diversity**

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
• The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

## 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

**Knowing Asia and its diversity**

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

**Analysing**

• Interpret concepts and problems

**Knowing Asia and its diversity**

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

**Inquiring**

• Identify, process and evaluate information

**Analysing**

• Interpret concepts and problems

**Responding to ethical issues**

• Explore ethical issues

**Knowing Asia and its diversity**

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
• The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

**Reflecting on culture and cultural diversity**

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

**Knowing Asia and its diversity**

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
• The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

**Investigating**

• Acquire and collate data

**Reflecting on culture and cultural diversity**

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

**Knowing Asia and its diversity**

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

## Resources

## Work Samples

# WS02 - Australia and Indonesia

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

## Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o[n] relationship between cultures and identities

### Content description

AC9HS6K04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

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

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

### Content description

AC9HS6K04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
• examine the factors that influence cultural perspectives presented within intercultural contexts
• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

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

## Intercultural Understanding: Reflecting on culture and cultural diversity: Explore [the influence of] cultures on interactions

### Content description

AC9HS6K04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio[n]

### Content description

AC9HS6K04

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Interpret concepts and problems

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

## Content description

AC9HS6K04

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9HS6K04

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Interpret concepts and problems

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

## Content description

AC9HS6K04

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Explore ethical issues

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

## Content description

AC9HS6K04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use examples to describe how people may have different values and perspectives that they apply to an ethical issue
• describe how ethical perspectives or approaches to ethical issues may vary in different situations
• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues

## Snapshot – 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

AC9HS6K04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

## Snapshot – Explore the influence of cultures on interactions

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

### Content description

AC9HS6K04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

## Snapshot – Acquire and collate data

## Digital Literacy: Investigating: Acquire and collate data

### Content description

AC9HS6K04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• collect and access data using a range of digital tools and methods in response to a defined question
• collect and access data using a range of digital tools and methods in response to a defined question or problem
• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

## Snapshot – 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

AC9HS6K04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the similarities and differences in beliefs, values and cultural practices in the

community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

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

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

### Content description

AC9HS6K04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

**Resource – WS02 - Australia and Indonesia**

By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.

## AC9HS6K04

the geographical■diversity and location of■places■in the Asia region, and its location in relation to Australia

## AC9HS6K05

Australia's interconnections with other countries and how these change people and places

## AC9HS6S02

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

## AC9HS6S03

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

## AC9HS6S05

develop evidence-based conclusions

## AC9HS6S07

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

## AC9HS6K05

**Australia's interconnections with other countries and how these change people and places**

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**Elaborations**

• using such as a globe, wall map or a digital application, to identify the of the world, including the and Pacific

• researching connections between Australia and countries in the and Pacific in terms of , , tourism, aid, education, defence or influences, and explaining the effects of at least one of these connections on their own place and another place in Australia

• exploring the provision of Australian or non-government aid to a country in the and Pacific or elsewhere in the world and analysing its effects on places in that country

Students learn about:

# Australia's interconnections with other countries and how these change people and

(AC9HS6K05)

## General capabilities and cross-curriculum priorities

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

### Analysing

• Interpret concepts and problems

### Inquiring

• Identify, process and evaluate information

### Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

### Understanding Asia's global significance

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

## Elaborations

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

### Analysing

• Interpret concepts and problems

### Inquiring

• Identify, process and evaluate information

### Investigating

• Locate information

### Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

### Understanding Asia's global significance

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

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

### Analysing

• Interpret concepts and problems

### 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.

## Resources

## Work Samples

# WS02 - Australia and Indonesia

### Snapshot – Interpret concepts and problems

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

##### Content description

AC9HS6K05

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

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

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

### Content description

AC9HS6K05

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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

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

### Content description

AC9HS6K05

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify
opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying
opportunities to show respect for cultural traditions

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K05

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

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

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

### Content description

AC9HS6K05

**Continuum extract**

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

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

**Snapshot – Locate information**

## Digital Literacy: Investigating: Locate information

### Content description

AC9HS6K05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
• locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria

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

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

### Content description

AC9HS6K05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

# AC9HS6K06

**the key institutions of Australia's system of , how it is based on the , and the key and beliefs of Western**

•
•

**Elaborations**

• explaining the role of the monarchy and its in Australia, including the Governor-General, and the and in Australia's system of
• comparing the Australian system of with the ; for example, recognising that the House of

Representatives and the Senate in Australia are a Lower and Upper House of Parliament, as are the House of Commons and the House of Lords in the , but the Senate has elected members
• investigating sites, virtually or in situ, associated with key democratic institutions to explore their roles, such as Parliament House and the High Court in Canberra
• exploring how bills are debated and scrutinised; for example, the role of parliamentary committees and the ability of to make submissions to these committees
• examining the role of the in relation to the development of policies and the introduction of bills, including the role of in approving the drafting of a bill and the role of the public in drafting and implementing legislation
• investigating the impact of the Western such as France and the United States of America on our constitution, and the impact of British on the Australian , as well as the of such as freedom of speech, equality before the and social

Students learn about:

## the key institutions of Australia's system of government, how it is based on the We and the key values and beliefs of Western democracies

(AC9HS6K06)

## General capabilities and cross-curriculum priorities

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

### Understanding ethical concepts and perspectives

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

### 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
• Draw conclusions and provide reasons

### Analysing

• Interpret concepts and problems

### Analysing

• Interpret concepts and problems

### Inquiring

• Identify, process and evaluate information

### Social awareness

• Community awareness

### Analysing

• Interpret concepts and problems

### Understanding ethical concepts and perspectives

• Examine values, rights and responsibilities and ethical norms

### Analysing

• Interpret concepts and problems

### Analysing

• Interpret concepts and problems

### Inquiring

• Identify, process and evaluate information

### Understanding ethical concepts and perspectives

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

### Resources

### Work Samples

# WS01 - Australia's Federation

**Snapshot – Explore ethical concepts**

## Ethical Understanding: Understanding ethical concepts and perspectives: Explor

### Content description

AC9HS6K06

### Continuum extract

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

• identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour

• identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

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

## Ethical Understanding: Understanding ethical concepts and perspectives: Exami responsibilities and ethical norms

### Content description

AC9HS6K06

### Continuum extract

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

• describe how values, rights and responsibilities, and shared expectations influence responses and decision-making

• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues

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

**Snapshot – Decision-making**

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

### Content description

AC9HS6K06

### Continuum extract

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

• describe factors that influence decision-making and predict outcomes of individual and group decisions

• explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

• devise and analyse individual and group decision-making processes

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K06

### Continuum extract

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

• identify and prioritise significant elements and relationships within a concept or problem

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Draw conclusions and provide reasons**

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

### Content description

AC9HS6K06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

## Snapshot – Interpret concepts and problems

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

## Content description

AC9HS6K06

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Interpret concepts and problems

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

## Content description

AC9HS6K06

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9HS6K06

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Community awareness

# Personal and Social capability: Social awareness: Community awareness

## Content description

AC9HS6K06

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the various communities beyond their own and what they can do to support them
• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

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

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

### Content description

AC9HS6K06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how values, rights and responsibilities, and shared expectations influence responses and
decision-making
• describe how the relationships between values, rights and responsibilities, and ethical norms
influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and
responsibilities, and ethical norms when responding to ethical issues

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

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

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

### Content description

AC9HS6K06

### Continuum extract

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

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

## Snapshot – Explore ethical concepts

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

#### Content description

AC9HS6K06

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

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

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

#### Content description

AC9HS6K06

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

# AC9HS6K07

**the roles and responsibilities of the 3 levels of in Australia**

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- 

#### Elaborations

- sorting and categorising the roles and responsibilities of the 3 levels of (local, state/territory and federal)
- identifying issues where federal and state both have the power to make , and recognising that federal will override the state if federal and state conflict on these issues
- investigating the of new ; for example, from party policy, perhaps announced during an campaign; from suggestions by members and senators; from interest groups in the community
- identifying instances where there may be multiple levels of involved; for example, in relation to the environment such as management of the Murray–Darling river system
- categorising the different types of and regulations in their community, which level of makes those , and who enforces them; for example, road , health , pollution

Students learn about:

## the roles and responsibilities of the 3 levels of government in Australia

(AC9HS6K07)

**General capabilities and cross-curriculum priorities**

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

**Analysing**

• Interpret concepts and problems

**Inquiring**

• Identify, process and evaluate information

**Responding to ethical issues**

• Explore ethical perspectives and frameworks

**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 .

**Analysing**

• Interpret concepts and problems

**Responding to ethical issues**

• Explore ethical perspectives and frameworks

**Understanding ethical concepts and perspectives**

• Examine values, rights and responsibilities and ethical norms

**Analysing**

• Interpret concepts and problems
• Draw conclusions and provide reasons

**Responding to ethical issues**

• Explore ethical issues

**Understanding ethical concepts and perspectives**

• Explore ethical concepts

**Analysing**

• Interpret concepts and problems

**Inquiring**

• Identify, process and evaluate information

**Understanding ethical concepts and perspectives**

• Examine values, rights and responsibilities and ethical norms

**Analysing**

• Interpret concepts and problems

**Analysing**

• Interpret concepts and problems

**Responding to ethical issues**

• Explore ethical perspectives and frameworks

**Understanding ethical concepts and perspectives**

• Explore ethical concepts

**Resources**

**Work Samples**

# WS01 - Australia's Federation

## Snapshot – Interpret concepts and problems

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements

necessary for understanding by using approaches and strategies suitable for the context

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

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

**Snapshot – Explore ethical perspectives and frameworks**

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the differences and connections between rights and responsibilities,■and care and respect, and how these affect decision-making
• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Explore ethical perspectives and frameworks**

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

## Content description

AC9HS6K07

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the differences and connections between rights and responsibilities,■and care and respect, and how these affect decision-making
• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Draw conclusions and provide reasons**

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

**Snapshot – Explore ethical issues**

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use examples to describe how people may have different values and perspectives that they apply to an ethical issue
• describe how ethical perspectives or approaches to ethical issues may vary in different situations
• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues

## Snapshot – Explore ethical concepts

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
• identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

## Snapshot – Interpret concepts and problems

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how values, rights and responsibilities, and shared expectations influence responses and decision-making

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

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Explore ethical perspectives and frameworks**

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

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- describe the differences and connections between rights and responsibilities,■and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

**Snapshot – Explore ethical concepts**

## Ethical Understanding: Understanding ethical concepts and perspectives: Explor

### Content description

AC9HS6K07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

# AC9HS6K08

**influences on choices and strategies that can be used to help make informed personal**

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**Elaborations**

• identifying they have purchased, and categorising and explaining factors that influence purchasing decisions, including personal preferences, social trends, economic factors such as and the amount of money available to spend, psychological factors such as advertising and peer pressure, and , environmental, legal and ethical factors

• comparing the influence of a variety of selling and advertising strategies used by on choices; for example, the influence of television and internet advertising compared to email promotions

• recognising that financial transactions can include the use of notes, coins, credit and debit cards, and barter items; explaining the advantages and disadvantages of the different transaction types; and considering how these may influence the way people purchase items

• exploring the strategies that can be used when making , such as finding more information, comparing prices, keeping a record of money spent and saving for the future

• exploring how a decision to buy an item at the local supermarket affects the family (for example, "Did the family have to put off buying another item to have this one?") and the local community, such as providing jobs

• considering if their actions affect the environment; for example, "Does choosing local rather than imports affect the environment?"

Students learn about:

# influences on consumer choices and strategies that can be used to help make infor consumer and financial choices

(AC9HS6K08)

## General capabilities and cross-curriculum priorities

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

### Responding to ethical issues

• Explore ethical perspectives and frameworks

• Explore ethical issues

• Making and reflecting on ethical decisions

### Understanding ethical concepts and perspectives

• Examine values, rights and responsibilities and ethical norms

### Number sense and algebra

• Understanding money

## 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

• Explore ethical issues

• Making and reflecting on ethical decisions

### Understanding ethical concepts and perspectives

• Examine values, rights and responsibilities and ethical norms

### Systems

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

### Analysing

• Interpret concepts and problems

### Inquiring

• Identify, process and evaluate information

### Analysing

• Interpret concepts and problems

• Draw conclusions and provide reasons

### Number sense and algebra

• Understanding money

### Analysing

• Interpret concepts and problems
**Inquiring**

• Identify, process and evaluate information
**Analysing**

• Interpret concepts and problems
**Responding to ethical issues**

• Explore ethical perspectives and frameworks
• Making and reflecting on ethical decisions
**Understanding ethical concepts and perspectives**

• Examine values, rights and responsibilities and ethical norms
**Systems**

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

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

AC9M6N09

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

### Content description

AC9HS6K08
### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the differences and connections between rights and responsibilities,■and care and respect, and how these affect decision-making
• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

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

### Content description

AC9HS6K08
### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use examples to describe how people may have different values and perspectives that they apply to an ethical issue
• describe how ethical perspectives or approaches to ethical issues may vary in different situations
• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues

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

### Content description

AC9HS6K08
### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe decision-making processes with reference to ethical perspective and■values
• consider alternative■ethical responses■to an issue when making and reflecting on ethical decisions
• consider how values and beliefs influence approaches to ethical issues, and■analyse■how these affect■outcomes

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

### Content description

AC9HS6K08

### Continuum extract

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

• describe how values, rights and responsibilities, and shared expectations influence responses and decision-making

• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues

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

## Snapshot – Understanding money

# Numeracy: Number sense and algebra: Understanding money

### Content description

AC9HS6K08

### Learning progression extract

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

#### Working with money additively

• calculates the total cost of several different items in dollars and cents

• counts the change required for simple transactions to the nearest 5 5 5 cents

• calculates the change, to the nearest 5 5 5 cents, after a purchase using additive strategies (e.g adds change to obtain the amount tendered)

• determines the conditions for a profit or a loss on a transaction

#### Working with money multiplicatively

• calculates the total cost of several identical items in dollars and cents

• connects the multiplicative relationship between dollars and cents to decimal notation (e.g. explains that a quarter of dollar is equal to $ 0.25 \$0.25 $ 0 . 2 5 or 25 25 2 5 cents; calculates what 150 150 1 5 0 copies will cost if they are advertised at 15 15 1 5 c a print and expresses this in dollars and cents as $ 22.50 \$22.50 $ 2 2 . 5 0 )

• solves problems, such as repeated purchases, splitting a bill or calculating monthly subscription fees, using multiplicative strategies

• makes and uses simple financial plans (e.g. creates a classroom budget for an excursion; planning for a school fete)

#### Working with money proportionally

• calculates the percentage change with and without the use of digital tools (e.g. using GST as 10 10 1 0 % multiplies an amount by 0.1 0.1 0 . 1 to calculate the GST payable or divides the total paid by 11 11 1 1 to calculate the amount of GST charged; calculates the cost after a 25 25 2 5 % discount on items)

• calculates income tax payable using taxation tables

• interprets an interest rate from a given percentage and calculates simple interest payable on a short-term loan (e.g. calculates the total interest payable on a car loan)

## Snapshot – Explore ethical perspectives and frameworks

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

### Content description

AC9HS6K08

### Continuum extract

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

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

• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making

• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

## Snapshot – Explore ethical issues

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

## Content description

AC9HS6K08

## Continuum extract

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

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

## Snapshot – Making and reflecting on ethical decisions

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

## Content description

AC9HS6K08

## Continuum extract

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

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

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

# Ethical Understanding: Understanding ethical concepts and perspectives: Exami responsibilities and ethical norms

## Content description

AC9HS6K08

## Continuum extract

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

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

## Snapshot – Interpret concepts and problems

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

## Content description

AC9HS6K08

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9HS6K08

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

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

### Snapshot – Interpret concepts and problems

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

### Content description

AC9HS6K08

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### Snapshot – Draw conclusions and provide reasons

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

### Content description

AC9HS6K08

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

### Snapshot – Understanding money

## Numeracy: Number sense and algebra: Understanding money

### Content description

AC9HS6K08

### Learning progression extract

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

**Working with money additively**
- calculates the total cost of several different items in dollars and cents
- counts the change required for simple transactions to the nearest 5 5 5 cents
- calculates the change, to the nearest 5 5 5 cents, after a purchase using additive strategies (e.g adds change to obtain the amount tendered)
- determines the conditions for a profit or a loss on a transaction

**Working with money multiplicatively**
- calculates the total cost of several identical items in dollars and cents
- connects the multiplicative relationship between dollars and cents to decimal notation (e.g. explains that a quarter of dollar is equal to $ 0.25 \$0.25 $ 0 . 2 5 or 25 25 2 5 cents; calculates what 150 150 1 5 0 copies will cost if they are advertised at 15 15 1 5 c a print and expresses this in dollars and cents as $ 22.50 \$22.50 $ 2 2 . 5 0 )
- solves problems, such as repeated purchases, splitting a bill or calculating monthly subscription fees, using multiplicative strategies
- makes and uses simple financial plans (e.g. creates a classroom budget for an excursion; planning for a school fete)

**Working with money proportionally**

- calculates the percentage change with and without the use of digital tools (e.g. using GST as 10 10 1 0 % multiplies an amount by 0.1 0.1 0 . 1 to calculate the GST payable or divides the total paid by 11 11 1 1 to calculate the amount of GST charged; calculates the cost after a 25 25 2 5 % discount on items)
- calculates income tax payable using taxation tables
- interprets an interest rate from a given percentage and calculates simple interest payable on a short-term loan (e.g. calculates the total interest payable on a car loan)

## Snapshot – Interpret concepts and problems

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

### Content description

AC9HS6K08

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information

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

### Content description

AC9HS6K08

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Interpret concepts and problems

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

### Content description

AC9HS6K08

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Explore ethical perspectives and frameworks

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

### Content description

AC9HS6K08

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- describe the differences and connections between rights and responsibilities,■and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-

making
• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

## Snapshot – Making and reflecting on ethical decisions

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

#### Content description

AC9HS6K08

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe decision-making processes with reference to ethical perspective and■values
• consider alternative■ethical responses■to an issue when making and reflecting on ethical decisions
• consider how values and beliefs influence approaches to ethical issues, and■analyse■how these affect■outcomes

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

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

#### Content description

AC9HS6K08

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

# AC9HS6S01

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

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•

## Elaborations

• asking questions that address relevant disciplinary concepts, before, during and after an investigation, to frame and guide the stages of the inquiry; for example, "What were the effects of on Australia?", "What does this source indicate about the significance of an event?", "How do differ and what can I determine from ?", "How do the sources help me answer my questions and reach conclusions?"
• developing different types of research questions for different , such as probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours, and ethical questions regarding sensitivities and protocol
• mind-mapping a concept to create research questions that reveal connections between economic, political, and/or environmental systems; for example, "How do the purchases my family makes influence the environment?", "How do aim to ensure sustainable use of in the we use?", "What actions can take to ensure their purchases protect the environment?"

Students learn about:

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

(AC9HS6S01)

## General capabilities and cross-curriculum priorities

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

### Inquiring

• Develop questions

### Speaking and listening

• Interacting

## Elaborations

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

**Inquiring**

• Develop questions

**Inquiring**

• Develop questions

**Inquiring**

• Develop questions

## Snapshot – Develop questions

## Critical and Creative Thinking: Inquiring: Develop questions

### Content description

AC9HS6S01

### Continuum extract

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

• develop■questions to examine unfamiliar ideas and topics

• questions developed support the process of improving knowledge and understanding about a topic or investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

• develop questions to investigate complex issues and topics

• questions developed assist in forming an understanding of why phenomena or issues arise

## Snapshot – Interacting

## Literacy: Speaking and listening: Interacting

### Content description

AC9HS6S01

### Learning progression extract

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

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)

• presents simple ideas clearly in group situations

• actively encourages or supports other speakers

• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

• poses pertinent questions to make connections between a range of ideas

• uses open questions to prompt a speaker to provide more information

• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic

• identifies and articulates the perspective of a speaker, to move a conversation forward

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

**Snapshot – Develop questions**

## Critical and Creative Thinking: Inquiring: Develop questions

### Content description

AC9HS6S01

### Continuum extract

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

• develop■questions to examine unfamiliar ideas and topics

• questions developed support the process of improving knowledge and understanding about a topic or investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

• develop questions to investigate complex issues and topics

• questions developed assist in forming an understanding of why phenomena or issues arise

# AC9HS6S02

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

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•

**Elaborations**

• determining the most appropriate range of methods to find information, including , such as personal observation, interviews and surveys, internet searches, census , and , and using excursions and field trips; for example, a study trip to wetlands, or a visit to a war memorial, a site, an food festival, a courthouse, a town hall, a not-for-profit enterprise or a bank

• identifying key words to search for relevant information when using search tools, such as internet search engines and library catalogues and indexes, and recognising that internet domain names 'com',

'edu' and 'gov' indicate the provenance of a source
• surveying in the local area to find out what influences their choices concerning the way they provide and
• creating maps, using spatial technologies and as appropriate, including border, source, scale, legend, title and north point, to show information and such as ; for example, a large-scale map to show the of places and their features in Australia and countries of ; a flow map or small-scale map to show the connections Australia has with countries such as shipping or
• developing flow charts to show steps in a sequence; for example, the flow of and , the passage of a bill through , the chain of events leading to the Formal , and timelines to show the chronological sequence of key events, ideas, movements and lives
Students learn about:

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

(AC9HS6S02)
## General capabilities and cross-curriculum priorities
This content description connects to the following general capabilities and cross-curriculum priorities.
### Inquiring
• Identify, process and evaluate information
### Reading and viewing
• Understanding texts
## Elaborations
Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .
### Inquiring
• Identify, process and evaluate information
### Investigating
• Locate information
### Inquiring
• Identify, process and evaluate information
### Investigating
• Locate information
### Inquiring
• Identify, process and evaluate information
### Inquiring
• Identify, process and evaluate information
### Investigating
• Locate information
• Acquire and collate data
### Managing and operating
• Select and operate tools
### Inquiring
• Identify, process and evaluate information
## Related content
This content description can be taught with the following content descriptions from other learning areas.
AC9E6LY01
AC9M6ST01
AC9M6ST02
AC9M6ST03
AC9S6I03
AC9S6I04
AC9TDI6P07
## Resources

# Work Samples
# WS01 - Australia's Federation
# WS02 - Australia and Indonesia

## Snapshot – Identify, process and evaluate information

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

#### Content description

AC9HS6S02

#### Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

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

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

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Understanding texts

### Literacy: Reading and viewing: Understanding texts

#### Content description

AC9HS6S02

#### Learning progression extract

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

#### Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)

• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

• recognises that texts can present different points of view

• distinguishes between fact and opinion in texts

• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

#### Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)

• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)

• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)

• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

#### Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)

• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge

• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")

• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")

• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g.

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

## Comprehension

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

## Processes

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

## Vocabulary

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

## Comprehension

• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
• builds meaning by actively linking ideas from a number of texts or a range of digital sources
• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
• identifies different interpretations of the text citing evidence from a text
• evaluates language features for relevance to purpose and audience
• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

## Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for

evidence)
- judiciously selects texts for learning area tasks and purposes

**Vocabulary**
- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

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

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

### Content description

AC9HS6S02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

**Snapshot – Locate information**

## Digital Literacy: Investigating: Locate information

### Content description

AC9HS6S02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
- locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
- locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria

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

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

### Content description

AC9HS6S02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

**Snapshot – Locate information**

## Digital Literacy: Investigating: Locate information

### Content description

AC9HS6S02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
• locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria

## Snapshot – Identify, process and evaluate information

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

### Content description

AC9HS6S02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Identify, process and evaluate information

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

### Content description

AC9HS6S02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Locate information

# Digital Literacy: Investigating: Locate information

### Content description

AC9HS6S02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
• locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria

## Snapshot – Acquire and collate data

## Digital Literacy: Investigating: Acquire and collate data

### Content description

AC9HS6S02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• collect and access data using a range of digital tools and methods in response to a defined question
• collect and access data using a range of digital tools and methods in response to a defined question or problem
• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

**Snapshot – Select and operate tools**

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

### Content description

AC9HS6S02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help
• select and use the core features of digital tools to efficiently complete tasks
• troubleshoot basic problems and identify repetitive tasks to automate
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks

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

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

### Content description

AC9HS6S02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

**Resource – WS01 - Australia's Federation**

By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.

# AC9HS6K01

significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government

# AC9HS6K02

changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children

# AC9HS6K06

the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies

# AC9HS6K07

the roles and responsibilities of the 3 levels of government in Australia

# AC9HS6S02

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

# AC9HS6S05

develop evidence-based conclusions

# AC9HS6S07

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

## Resource – WS02 - Australia and Indonesia

By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.

# AC9HS6K04

the geographical■diversity and location of■places■in the Asia region, and its location in relation to Australia

# AC9HS6K05

Australia's interconnections with other countries and how these change people and places

# AC9HS6S02

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

# AC9HS6S03

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

# AC9HS6S05

develop evidence-based conclusions

# AC9HS6S07

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

## AC9HS6S03

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

•

•

**Elaborations**

• examining sources to identify the causes, effects and significance of past events, developments and achievements in bringing about change; for example, the causes, effects and significance of the struggles for legal such as the Wave Hill walk-off and the Wik decision, and health and policies

• using graphic organisers, maps and concept maps to identify patterns, such as in agricultural areas, trends (for example, changes in Australian immigration statistics) and cause–effect relationships (for example, relationships between war and the movement of refugees), and the effects of decisions on the individual, the broader community and on environmental sustainability

• evaluating attitudes and actions of the past that now seem strange and unacceptable, and imagining what aspects of current society may be viewed in this way in the future

• proposing reasons why socially sustainable practices such as negotiation, arbitration, reconciliation and mediation resolve issues peacefully

Students learn about:

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

(AC9HS6S03)

## General capabilities and cross-curriculum priorities

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

**Analysing**

• Interpret concepts and problems

**Inquiring**

• Identify, process and evaluate information

**Reading and viewing**

• Understanding texts

## Elaborations

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

**Analysing**

• Interpret concepts and problems

**Inquiring**

• Identify, process and evaluate information

**Understanding ethical concepts and perspectives**

• Examine values, rights and responsibilities and ethical norms

**Analysing**

• Interpret concepts and problems

**Inquiring**

• Identify, process and evaluate information

**Analysing**

• Interpret concepts and problems

**Engaging with cultural and linguistic diversity**

• Develop empathy

**Navigating intercultural contexts**

• Respond to biases, stereotypes, prejudices and discrimination

**Navigating intercultural contexts**

• Respond to biases, stereotypes, prejudices and discrimination

**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.
AC9M6ST01
AC9M6ST02
AC9M6ST03
**Resources**
**Work Samples**

# WS02 - Australia and Indonesia

## Snapshot – Interpret concepts and problems

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

#### Content description

AC9HS6S03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information

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

#### Content description

AC9HS6S03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Understanding texts

### Literacy: Reading and viewing: Understanding texts

#### Content description

AC9HS6S03

#### Learning progression extract

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

#### Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g.
advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key

verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

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

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

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

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

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

**Comprehension**
• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
• builds meaning by actively linking ideas from a number of texts or a range of digital sources
• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
• identifies different interpretations of the text citing evidence from a text
• evaluates language features for relevance to purpose and audience
• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

**Processes**
• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
• judiciously selects texts for learning area tasks and purposes

**Vocabulary**
• identifies language used to create tone or atmosphere
• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
• uses a range of context and grammatical cues to understand unfamiliar words
• interprets complex figurative language (e.g. euphemisms, hyperbole)

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6S03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

### Content description

AC9HS6S03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual

information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
## Snapshot – Examine values, rights and responsibilities and ethical norms
### Ethical Understanding: Understanding ethical concepts and perspectives: Examin
### responsibilities and ethical norms
#### Content description
AC9HS6S03
#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

## Snapshot – Interpret concepts and problems
### Critical and Creative Thinking: Analysing: Interpret concepts and problems
#### Content description
AC9HS6S03
#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information
### Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati
#### Content description
AC9HS6S03
#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Interpret concepts and problems
### Critical and Creative Thinking: Analysing: Interpret concepts and problems
#### Content description
AC9HS6S03
#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Develop empathy

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

## Content description

AC9HS6S03

## Continuum extract

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

• describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

• examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

• use perspective-taking, mutual  understanding and respect to sustain interactions in diverse intercultural experiences

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

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

## Content description

AC9HS6S03

## Continuum extract

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

• describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions

• examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect

• analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

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

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

## Content description

AC9HS6S03

## Continuum extract

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

• describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions

• examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect

• analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

**Snapshot – Community awareness**

# Personal and Social capability: Social awareness: Community awareness

## Content description

AC9HS6S03

## Continuum extract

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

• describe the various communities beyond their own and what they can do to support them

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

• analyse roles and responsibilities of citizens within communities

**Snapshot – Decision-making**

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

## Content description

AC9HS6S03

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe factors that influence decision-making and predict outcomes of individual and group decisions
• explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
• devise and analyse individual and group decision-making processes

# AC9HS6S04

**evaluate to determine , and perspectives**

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## Elaborations

• examining the publishing details and content of a text to help clarify the publication's , to distinguish fact from opinion, to identify potential bias in the content, to assess its relevance, and to put information presented in a historical or geographical context
• identifying persuasive techniques such as modality (for example, "would", "could", "may" and "might") and the use of the passive voice (for example, "It is claimed by the that…") rather than the active voice (for example, "The claims that...."), and considering reasons for these choices
• discussing issues explored through sources where there are, or were, a range of views, such as deportation of South Sea Islanders from 1901, the vote for women, how to manage an environment more sustainably and the encouragement of , and proposing reasons for different perspectives
• evaluating points of view about a sustainability issue; for example, considering and views on the sustainable use of and the expertise of people expressing views
Students learn about:

# evaluate primary and secondary sources to determine origin, purpose and perspect

(AC9HS6S04)

## General capabilities and cross-curriculum priorities

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

### Analysing

• Interpret concepts and problems

### Inquiring

• Identify, process and evaluate information

### Reading and viewing

• Understanding texts

## Elaborations

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

### Inquiring

• Identify, process and evaluate information

### Inquiring

• Identify, process and evaluate information

### Responding to ethical issues

• Explore ethical issues

### Engaging with cultural and linguistic diversity

• Develop multiple perspectives

### Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

### Responding to ethical issues

• Explore ethical issues
• Making and reflecting on ethical decisions

### Systems

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

## Related content

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

areas.

AC9E6LY05

## Snapshot – Interpret concepts and problems

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

## Content description

AC9HS6S04

## Continuum extract

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

• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9HS6S04

## Continuum extract

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

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

## Snapshot – Understanding texts

# Literacy: Reading and viewing: Understanding texts

## Content description

AC9HS6S04

## Learning progression extract

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

### Comprehension

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

### Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)

• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

**Vocabulary**

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

**Comprehension**

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

**Processes**

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

**Vocabulary**

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

**Comprehension**

• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
• builds meaning by actively linking ideas from a number of texts or a range of digital sources
• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
• identifies different interpretations of the text citing evidence from a text
• evaluates language features for relevance to purpose and audience
• analyses texts that have more than one purpose and explains how parts of the text support a

particular purpose
• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)
**Processes**
• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
• judiciously selects texts for learning area tasks and purposes
**Vocabulary**
• identifies language used to create tone or atmosphere
• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
• uses a range of context and grammatical cues to understand unfamiliar words
• interprets complex figurative language (e.g. euphemisms, hyperbole)

## Snapshot – Identify, process and evaluate information

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

#### Content description

AC9HS6S04

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Identify, process and evaluate information

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

#### Content description

AC9HS6S04

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Explore ethical issues

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

#### Content description

AC9HS6S04

**Continuum extract**

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

• use examples to describe how people may have different values and perspectives that they apply to an ethical issue

• describe how ethical perspectives or approaches to ethical issues may vary in different situations

• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues

**Snapshot – Develop multiple perspectives**

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

### Content description

AC9HS6S04

### Continuum extract

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

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

• 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

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

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

### Content description

AC9HS6S04

### Continuum extract

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

• compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts

• examine the factors that influence cultural perspectives presented within intercultural contexts

• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

**Snapshot – Explore ethical issues**

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

### Content description

AC9HS6S04

### Continuum extract

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

• use examples to describe how people may have different values and perspectives that they apply to an ethical issue

• describe how ethical perspectives or approaches to ethical issues may vary in different situations

• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues

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

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

### Content description

AC9HS6S04

### Continuum extract

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

• describe decision-making processes with reference to ethical perspective and■values

• consider alternative■ethical responses■to an issue when making and reflecting on ethical decisions

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

## AC9HS6S05

**develop evidence-based conclusions**

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**Elaborations**

• identifying valid evidence that can be used to form a conclusion, and considering the difference between a conclusion based on evidence and one based on personal bias or preference, or one that is based on use of limited sources

• drawing conclusions based on identified evidence; for example, using census to construct for and against ; using council information to identify the ways different provide and to a community

• drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence

Students learn about:

# develop evidence-based conclusions

(AC9HS6S05)

## General capabilities and cross-curriculum priorities

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

**Analysing**

• Draw conclusions and provide reasons

**Reading and viewing**

• Understanding texts

**Writing**

• Creating texts

## Elaborations

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

**Analysing**

• Interpret concepts and problems

• Draw conclusions and provide reasons

**Inquiring**

• Identify, process and evaluate information

**Analysing**

• Interpret concepts and problems

• Draw conclusions and provide reasons

**Analysing**

• Interpret concepts and problems

• Draw conclusions and provide reasons

**Inquiring**

• Identify, process and evaluate information

## Resources

## Work Samples

# WS01 - Australia's Federation

# WS02 - Australia and Indonesia

**Snapshot – Draw conclusions and provide reasons**

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

#### Content description

AC9HS6S05

#### Continuum extract

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

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

• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

**Snapshot – Understanding texts**

# Literacy: Reading and viewing: Understanding texts

## Content description

AC9HS6S05

## Learning progression extract

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

### Comprehension

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

### Processes

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

### Vocabulary

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

### Comprehension

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

### Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
• explains how textual features support the text's purpose
• identifies and explains techniques used to present perspective (e.g. emotive or descriptive

language, order in which ideas are presented)

• predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)

• uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")

• uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)

• uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)

• identifies language features used to present opinions or points of view

• skims and scans texts for key words to track the development of ideas

• uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

## Vocabulary

• uses knowledge of prefixes and suffixes to read and interpret unfamiliar words

• identifies how technical and discipline-specific words develop meaning in texts

• analyses the effect of antonyms, synonyms and idiomatic language

• understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## Comprehension

• reads and views complex texts (see Text complexity)

• identifies the main themes or concepts in complex texts by synthesising key ideas or information

• summarises the text, identifying key details only

• draws inferences, synthesising clues and evidence across a text

• builds meaning by actively linking ideas from a number of texts or a range of digital sources

• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)

• identifies different interpretations of the text citing evidence from a text

• evaluates language features for relevance to purpose and audience

• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose

• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)

• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

## Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

• judiciously selects texts for learning area tasks and purposes

## Vocabulary

• identifies language used to create tone or atmosphere

• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

• uses a range of context and grammatical cues to understand unfamiliar words

• interprets complex figurative language (e.g. euphemisms, hyperbole)

**Snapshot – Creating texts**

# Literacy: Writing: Creating texts

## Content description

AC9HS6S05

## Learning progression extract

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

**Generic indicators**

• uses tense with variable accuracy throughout the text (see Grammar)

• consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)

• uses a variety of sentence structures and sentence beginnings

• spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)

• uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)

• uses articles accurately (e.g. "a", "an", "the") (see Grammar)

• uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

**Generic indicators**

• maintains appropriate tense throughout the text (see Grammar)

• uses a range of sentences including correctly structured complex sentences (see Grammar)

• spells simple, most complex and some challenging words correctly (see Spelling)

• uses all simple and complex punctuation correctly (e.g. semi colons) apostrophes of possession) (see Punctuation)

• writes cohesive paragraphs that develop one main idea

**Generic indicators**

• organises related information and ideas into paragraphs/sections

• uses a range of complex punctuation flexibly and correctly to pace and control the reading of a text (see Punctuation)

• spells complex and most challenging words correctly (see Spelling)

• uses a range of sentence types for effect

## Snapshot – Interpret concepts and problems

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

### Content description

AC9HS6S05

### Continuum extract

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

• identify and prioritise significant elements and relationships within a concept or problem

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Draw conclusions and provide reasons

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

### Content description

AC9HS6S05

### Continuum extract

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

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

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

• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

## Snapshot – Identify, process and evaluate information

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

### Content description

AC9HS6S05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

**Snapshot – Interpret concepts and problems**

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

## Content description

AC9HS6S05

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Draw conclusions and provide reasons**

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

## Content description

AC9HS6S05

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

**Snapshot – Interpret concepts and problems**

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

## Content description

AC9HS6S05

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Draw conclusions and provide reasons**

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

## Content description

AC9HS6S05

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide

reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and
across discipline areas to provide reasons and evaluate arguments for choices made

## Snapshot – Identify, process and evaluate information

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

#### Content description

AC9HS6S05

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

# AC9HS6S06

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

#### Elaborations

• planning a project, campaign or enterprise around an identified challenge with specification of
the sequence of tasks and activities, responsibilities and deadlines
• brainstorming solutions to an issue that is significant to a group, collecting evidence to build a
case for action that takes account of alternative views, minimises risks and mitigates any negative
outcomes, and using negotiation to reach consensus on a preferred approach to resolving the issue
• relating the decisions made by individuals and organisations to criteria used to evaluate options;
for example, the criteria for Australian of the Year, for the award of the Order of Australia, for
the selection of a school captain
• determining a preferred option for action by identifying the advantages and disadvantages of
different proposals, surveying people's views and opinions, analysing the , and debating and on
alternatives
• identifying the possible social, , economic and environmental effects of or financial choices and
developing strategies to minimise negative effects
Students learn about:

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

(AC9HS6S06)

### General capabilities and cross-curriculum priorities

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

#### Analysing

• Draw conclusions and provide reasons
• Evaluate actions and outcomes

#### 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

#### Social awareness

• Community awareness

**Social management**

• Leadership

**Generating**

• Consider alternatives

**Social management**

• Decision-making

**Analysing**

• Evaluate actions and outcomes

**Social management**

• Decision-making

**Generating**

• Consider alternatives

**Responding to ethical issues**

• Making and reflecting on ethical decisions

**Understanding ethical concepts and perspectives**

• Explore ethical concepts

**Analysing**

• Draw conclusions and provide reasons

**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

**Snapshot – Draw conclusions and provide reasons**

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

### Content description

AC9HS6S06

### Continuum extract

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

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

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

• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

**Snapshot – Evaluate actions and outcomes**

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

### Content description

AC9HS6S06

### Continuum extract

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

• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

• evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions

• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

**Snapshot – Decision-making**

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

### Content description

AC9HS6S06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe factors that influence decision-making and predict outcomes of individual and group decisions
• explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
• devise and analyse individual and group decision-making processes

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9HS6S06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Community awareness**

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

### Content description

AC9HS6S06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the various communities beyond their own and what they can do to support them
• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities

**Snapshot – Leadership**

## Personal and Social capability: Social management: Leadership

### Content description

AC9HS6S06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• guide and make leadership decisions with a view to how these influence others
• select and use different leadership approaches when acting as a sole leader or leading with others
• devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process

**Snapshot – Consider alternatives**

## Critical and Creative Thinking: Generating: Consider alternatives

### Content description

AC9HS6S06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

**Snapshot – Decision-making**

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

### Content description

AC9HS6S06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe factors that influence decision-making and predict outcomes of individual and group decisions
• explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
• devise and analyse individual and group decision-making processes

## Snapshot – Evaluate actions and outcomes

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

### Content description

AC9HS6S06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
• evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

## Snapshot – Decision-making

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

### Content description

AC9HS6S06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe factors that influence decision-making and predict outcomes of individual and group decisions
• explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
• devise and analyse individual and group decision-making processes

## Snapshot – Consider alternatives

# Critical and Creative Thinking: Generating: Consider alternatives

### Content description

AC9HS6S06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

## Snapshot – Making and reflecting on ethical decisions

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

### Content description

AC9HS6S06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe decision-making processes with reference to ethical perspective and■values
• consider alternative■ethical responses■to an issue when making and reflecting on ethical decisions
• consider how values and beliefs influence approaches to ethical issues, and■analyse■how these affect■outcomes

## Snapshot – Explore ethical concepts

# Ethical Understanding: Understanding ethical concepts and perspectives: Explor

## Content description

AC9HS6S06

## Continuum extract

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

• identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour

• identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

**Snapshot – Draw conclusions and provide reasons**

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

## Content description

AC9HS6S06

## Continuum extract

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

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

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

• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

**Snapshot – Explore ethical perspectives and frameworks**

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

## Content description

AC9HS6S06

## Continuum extract

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

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

• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making

• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

**Snapshot – Explore ethical issues**

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

## Content description

AC9HS6S06

## Continuum extract

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

• use examples to describe how people may have different values and perspectives that they apply to an ethical issue

• describe how ethical perspectives or approaches to ethical issues may vary in different situations

• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues

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

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

## Content description

AC9HS6S06

## Continuum extract

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

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

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

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

#### Content description

AC9HS6S06

#### Continuum extract

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

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

## AC9HS6S07

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

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#### Elaborations

- composing informative and persuasive texts, supported by evidence, to describe and explain conclusions from their economic, civic, historical and geographical inquiries
- selecting and referencing findings and viewpoints from sources and visual materials such as journals, diaries, graphs, tables, timelines, photographs and pictures, in descriptions and explanations

Students learn about:

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

(AC9HS6S07)

#### General capabilities and cross-curriculum priorities

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

#### Reading and viewing

- Understanding texts

#### Speaking and listening

- Interacting

#### Writing

- Creating texts

#### Social management

- Communication

#### Elaborations

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

#### Social management

- Communication

#### Social management

- Communication

#### Related content

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

AC9E6LY06
AC9E6LY07
**Resources**
**Work Samples**
# WS01 - Australia's Federation
# WS02 - Australia and Indonesia
**Snapshot – Understanding texts**
## Literacy: Reading and viewing: Understanding texts
### Content description
AC9HS6S07
### Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
### Comprehension
• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently
### Processes
• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links
### Vocabulary
• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")
### Comprehension
• reads and views some moderately complex texts (see Text complexity)
• accurately retells a text including most relevant details
• identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
• evaluates the accuracy within and across texts on the same topic
• explains how authors use evidence and supporting detail to build and verify ideas
• draws inferences and verifies using textual evidence
### Processes

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

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

**Comprehension**
- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

**Processes**
- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

**Vocabulary**
- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Snapshot – Interacting
# Literacy: Speaking and listening: Interacting

## Content description

AC9HS6S07

### Learning progression extract

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

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

## Snapshot – Creating texts

# Literacy: Writing: Creating texts

## Content description

AC9HS6S07

### Learning progression extract

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

### Generic indicators

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

### Generic indicators

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

### Generic indicators

- organises related information and ideas into paragraphs/sections
- uses a range of complex punctuation flexibly and correctly to pace and control the reading of a text (see Punctuation)
- spells complex and most challenging words correctly (see Spelling)
- uses a range of sentence types for effect

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

### Content description

AC9HS6S07

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

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AC9HS6S07

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**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

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