AC9HE8K01

how influence decisions about the allocation of to the production of and , and the effect of prices on these decisions

•

Elaborations

• identifying who is involved in the system in Australia and explaining how the operates through the interactions of participants (household, business, finance and government)

• explaining how interaction between buyers and sellers enables the allocation of to the production of and ; that is, "What to produce?", "How to produce?" and "For whom to produce?"

• discussing examples of or that sell for high prices and low prices, and identifying the factors that influence the setting of price; for example, factors influencing the cost of petrol include available , consumer , manufacturing costs and competition

• explaining how price is the means by which the decisions of consumers and interact to determine the allocation of ; for example, when the price of a or rises, are redirected to produce additional and

Students learn about:

how markets influence decisions about the allocation of resources to the production services, and the effect of prices on these decisions

(AC9HE8K01)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Elaborations

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

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Systems

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

Inquiring

• Identify, process and evaluate information

Analysing

• Draw conclusions and provide reasons

Related content

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

AC9M8M05

AC9M8M07

Resources

Work Samples

WS01 - Buying a car

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE8K01

Continuum extract

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

• identify the relevant and significant aspects of a concept or problem, understanding that

approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8K01

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE8K01

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8K01

Continuum extract

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE8K01

Continuum extract

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

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

Resource – WS01 - Buying a car

By the end of Year 8, students explain how markets influence the allocation of resources to the production of goods and services. They explain ways that businesses adapt to opportunities in markets and respond to the work environment. They describe the importance of Australia's taxation system and its effect on decision-making by individuals and businesses. Students explain why individuals and/or businesses budget and plan.

Students develop a range of questions to investigate an economic and business issue. They locate, select and organise relevant information and data. They interpret information and data to identify economic and business issues and trends, and describe economic cause-and-effect relationships. They develop a response to an economic and business issue. They identify and evaluate potential costs and benefits. Students use economic and business knowledge, concepts, terms and research findings to create descriptions and explanations.

AC9HE8K01

how markets influence decisions about the allocation of resources to the production of goods and services, and the effect of prices on these decisions

AC9HE8K05

processes that individuals and/or businesses use to plan and budget to achieve short-term and long-term financial objectives

AC9HE8S03

interpret information and data to identify economic and business issues, trends and economic cause-and-effect relationships

AC9HE8S04

develop a response to an economic and business issue, identifying potential costs and benefits

AC9HE8S05

create descriptions and explanations, using economic and business knowledge, concepts and terms, and referencing information and data from sources

AC9HE8K02

different ways that adapt to opportunities in the and respond to the changing nature of work

•

•

Elaborations

• discussing how identify , niches and gaps in established to guide the development of specific or
to address these opportunities; for example, electric cars and solar power
• identifying where have used technologies to streamline or gain efficiencies in existing business
models; for example, ride share, food delivery applications and online retail
• explaining current influences on the ways people work; for example, technological change,
outsourced labour in the global , rapid communication changes, casualisation of the workforce
• identifying and explaining changes to the workforce over time; for example, the jobs available,
the way individuals or value particular work, career length and human resource development, changing
demography, , sustainability practices, changes to workplace laws
Students learn about:

different ways that businesses adapt to opportunities in the market and respond to

nature of work

(AC9HE8K02)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Social awareness

• Community awareness

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE8K02

Continuum extract

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE8K02

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8K02

Continuum extract

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

• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8K02

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE8K02

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE8K02

Continuum extract

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

AC9HE8K03

how First Nations Australian and develop opportunities in the

•

•

Elaborations

• investigating how First Nations Australian and establish partnerships or cooperatives to provide and such as farming, fashion, design or tourism
• investigating how First Nations Australian communities participate in contemporary ; for example, producing, buying and selling and ; approaches to marketing, employment and social contribution; and strategies to overcome difficulties in accessing
• investigating how First Nations Australian and use connection to, and responsibility for, to make innovations in the production and distribution of and ; for example, medicines and food derived from the environment or cultural tourism

Students learn about:

how First Nations Australian businesses and entrepreneurs develop opportunities i

(AC9HE8K03)

General capabilities and cross-curriculum priorities

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

Social awareness

• Community awareness

Culture

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

Country/Place

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

People

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

Elaborations

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

Inquiring

• Identify, process and evaluate information

Culture

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

People

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

Inquiring

• Identify, process and evaluate information

People

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

Inquiring

• Identify, process and evaluate information

Culture

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

Country/Place

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

People

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE8K03

Continuum extract

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

• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8K03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8K03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8K03

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual

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

AC9HE8K04

the importance of Australia's system of and how this system affects decision-making by individuals and

-

-

Elaborations

- discussing why the government collects revenue and provides to individuals and communities; for example, the provision of health, education, paid parental leave, childcare, aged care and infrastructure
- explaining how, when and why young Australians pay tax, and the type of government provided to them
- identifying the rights and obligations of individuals in relation to by asking questions such as, "When should I apply for a ?", "How is tax calculated?", "What should I do when an employer is not deducting the right amount of tax?" and "How do I lodge a tax return?"
- identifying examples of taxes paid by individuals and , and explaining how they may influence decision-making about spending; for example, the effect of tax, duties or excise duties on price of and
- explaining how the collection of taxes and the provision of supports individual human and , communities and Australian society

Students learn about:

the importance of Australia's system of taxation and how this system affects decisi individuals and businesses

(AC9HE8K04)

General capabilities and cross-curriculum priorities

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

Number sense and algebra

- Understanding money

Social awareness

- Community awareness

Elaborations

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

Number sense and algebra

- Understanding money

Social awareness

- Community awareness

Analysing

- Interpret concepts and problems

Number sense and algebra

- Understanding money

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Social awareness

- Community awareness

Inquiring

- Identify, process and evaluate information

Number sense and algebra

- Understanding money

Understanding ethical concepts and perspectives

• Examine values, rights and responsibilities and ethical norms

Social awareness

• Community awareness

Related content

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

AC9M8M05

AC9M8M07

AC9M8N05

Snapshot – Understanding money

Numeracy: Number sense and algebra: Understanding money

Content description

AC9HE8K04

Learning progression extract

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

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)

Working with money proportionally

• applies proportional strategies for decision making, such as determining "best buys", currency conversion, determining gross domestic product (e.g. comparing cost per 100 100 1 0 0 g or comparing the cost of a single item on sale versus a multi-pack at the regular price)

• determines the best payment method or payment plan for a variety of contexts using rates, percentages and discounts (e.g. decides which phone plan would be better based on call rates, monthly data usage, insurance and other upfront costs)

• calculates the percentage change including the profit or loss made on a transaction (e.g. profit made from on-selling second-hand goods through an online retail site)

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE8K04

Continuum extract

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

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

• analyse roles and responsibilities of citizens within communities

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

Snapshot – Understanding money

Numeracy: Number sense and algebra: Understanding money

Content description

AC9HE8K04

Learning progression extract

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

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)

Working with money proportionally

• applies proportional strategies for decision making, such as determining "best buys", currency conversion, determining gross domestic product (e.g. comparing cost per 100 100 1 0 0 g or comparing the cost of a single item on sale versus a multi-pack at the regular price)
• determines the best payment method or payment plan for a variety of contexts using rates, percentages and discounts (e.g. decides which phone plan would be better based on call rates, monthly data usage, insurance and other upfront costs)
• calculates the percentage change including the profit or loss made on a transaction (e.g. profit made from on-selling second-hand goods through an online retail site)

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE8K04

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE8K04

Continuum extract

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

Snapshot – Understanding money

Numeracy: Number sense and algebra: Understanding money

Content description

AC9HE8K04

Learning progression extract

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

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)

Working with money proportionally

• applies proportional strategies for decision making, such as determining "best buys", currency conversion, determining gross domestic product (e.g. comparing cost per 100 100 1 0 0 g or comparing the cost of a single item on sale versus a multi-pack at the regular price)

• determines the best payment method or payment plan for a variety of contexts using rates, percentages and discounts (e.g. decides which phone plan would be better based on call rates, monthly data usage, insurance and other upfront costs)

• calculates the percentage change including the profit or loss made on a transaction (e.g. profit made from on-selling second-hand goods through an online retail site)

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HE8K04

Continuum extract

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

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

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

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE8K04

Continuum extract

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

- explain the way their actions and the actions of others influence communities
- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8K04

Continuum extract

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

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

Snapshot – Understanding money

Numeracy: Number sense and algebra: Understanding money

Content description

AC9HE8K04

Learning progression extract

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

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)

Working with money proportionally

- applies proportional strategies for decision making, such as determining "best buys", currency conversion, determining gross domestic product (e.g. comparing cost per 100 100 1 0 0 g or comparing the cost of a single item on sale versus a multi-pack at the regular price)
- determines the best payment method or payment plan for a variety of contexts using rates, percentages and discounts (e.g. decides which phone plan would be better based on call rates, monthly data usage, insurance and other upfront costs)
- calculates the percentage change including the profit or loss made on a transaction (e.g. profit made from on-selling second-hand goods through an online retail site)

Snapshot – Examine values, rights and responsibilities and ethical norms

Ethical Understanding: Understanding ethical concepts and perspectives: Exami

responsibilities and ethical norms

Content description

AC9HE8K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
• describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE8K04

Continuum extract

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

AC9HE8K05

processes that individuals and/or use to plan and to achieve short-term and long-term

•

•

Elaborations

• identifying ways short- and long-term personal can be achieved; for example, through developing a and having a
• explaining how , such as statements, balance sheets, and cash flow statements, inform business decision-making
• identifying and explaining business processes that are used to manage finances and plan in the short- and long-term; for example, devising a business plan, borrowing from a financial institution, building savings by earning interest

Students learn about:

processes that individuals and/or businesses use to plan and budget to achieve sho term financial objectives

(AC9HE8K05)

General capabilities and cross-curriculum priorities

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

Number sense and algebra

• Understanding money

Social awareness

• Community awareness

Elaborations

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

Inquiring

• Identify, process and evaluate information

Number sense and algebra

• Understanding money

Analysing

• Interpret concepts and problems

Number sense and algebra

• Understanding money

Analysing

• Interpret concepts and problems

Related content

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

AC9M8M05

AC9M8N04

AC9M8N05

Resources

Work Samples

WS01 - Buying a car

Snapshot – Understanding money

Numeracy: Number sense and algebra: Understanding money

Content description

AC9HE8K05

Learning progression extract

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

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 or 25 cents; calculates what 150 copies will cost if they are advertised at 15 c a print and expresses this in dollars and cents as 22.50)

• 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 % multiplies an amount by 0.1 to calculate the GST payable or divides the total paid by 11 to calculate the amount of GST charged; calculates the cost after a 25 % 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)

Working with money proportionally

• applies proportional strategies for decision making, such as determining "best buys", currency conversion, determining gross domestic product (e.g. comparing cost per 100 g or comparing the cost of a single item on sale versus a multi-pack at the regular price)

• determines the best payment method or payment plan for a variety of contexts using rates, percentages and discounts (e.g. decides which phone plan would be better based on call rates, monthly data usage, insurance and other upfront costs)

• calculates the percentage change including the profit or loss made on a transaction (e.g. profit made from on-selling second-hand goods through an online retail site)

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE8K05

Continuum extract

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

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

• analyse roles and responsibilities of citizens within communities

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8K05

Continuum extract

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

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

Snapshot – Understanding money

Numeracy: Number sense and algebra: Understanding money

Content description

AC9HE8K05

Learning progression extract

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

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)

Working with money proportionally

- applies proportional strategies for decision making, such as determining "best buys", currency conversion, determining gross domestic product (e.g. comparing cost per 100 100 1 0 0 g or comparing the cost of a single item on sale versus a multi-pack at the regular price)
- determines the best payment method or payment plan for a variety of contexts using rates, percentages and discounts (e.g. decides which phone plan would be better based on call rates, monthly data usage, insurance and other upfront costs)
- calculates the percentage change including the profit or loss made on a transaction (e.g. profit made from on-selling second-hand goods through an online retail site)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE8K05

Continuum extract

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

Snapshot – Understanding money

Numeracy: Number sense and algebra: Understanding money

Content description

AC9HE8K05

Learning progression extract

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

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)

Working with money proportionally

• applies proportional strategies for decision making, such as determining "best buys", currency conversion, determining gross domestic product (e.g. comparing cost per 100 100 1 0 0 g or comparing the cost of a single item on sale versus a multi-pack at the regular price)
• determines the best payment method or payment plan for a variety of contexts using rates, percentages and discounts (e.g. decides which phone plan would be better based on call rates, monthly data usage, insurance and other upfront costs)
• calculates the percentage change including the profit or loss made on a transaction (e.g. profit made from on-selling second-hand goods through an online retail site)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE8K05

Continuum extract

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

AC9HE8S01

develop questions to investigate a contemporary

•

•

Elaborations

• developing a range of questions to form the basis of an investigation; for example, "Why does an individual or group establish a business?" and "How are consumers' rights protected?"

• developing targeted or key questions using economics and business concepts and terms, such as, "How is the price of and determined?" and "Why do changes in price act as a signal about how scarce should be allocated?"

Students learn about:

develop questions to investigate a contemporary economic and business issue

(AC9HE8S01)

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

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HE8S01

Continuum extract

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

• develop■questions to examine unfamiliar ideas and topics

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

• develop questions to investigate complex issues and topics

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

• develop questions to investigate complex issues and topics

• questions developed facilitate increasing understanding of abstract ideas and concepts

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9HE8S01

Learning progression extract

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

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

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

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

- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Develop questions
Critical and Creative Thinking: Inquiring: Develop questions
Content description
AC9HE8S01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
- develop■questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

AC9HE8S02
locate, select and organise information and from a range of sources
-
-
Elaborations
- locating online sources; for example, exploring advanced search functions such as "allintitle: in Australia" or "define: not-for-profit organisation"
- selecting relevant information and from sources about websites of government departments or non-government organisations by asking questions such as "How will the or information help answer the question?"

• organising into appropriate formats using specialised ; for example, constructing a diagram modelling the relationship between consumers, and workers in a or a table showing the features of different ways adapt to opportunities in the

Students learn about:

locate, select and organise information and data from a range of sources

(AC9HE8S02)

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

• Interpret data

Managing and operating

• Select and operate tools

Investigating

• Interpret data

Managing and operating

• Select and operate tools

Statistics and probability

• Interpreting and representing data

Related content

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

AC9M8ST04

AC9TDI8P01

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8S02

Continuum extract

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

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

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

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

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

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

• evaluate the information selected to determine bias and reliability

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HE8S02

Learning progression extract

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

Comprehension

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

• accurately retells a text including most relevant details

• identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)

• evaluates the accuracy within and across texts on the same topic

• explains how authors use evidence and supporting detail to build and verify ideas

• draws inferences and verifies using textual evidence

Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)

• explains how textual features support the text's purpose

• identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)

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

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

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

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

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

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

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

Vocabulary

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

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

• analyses the effect of antonyms, synonyms and idiomatic language

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

Comprehension

• reads and views complex texts (see Text complexity)

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

• summarises the text, identifying key details only

• draws inferences, synthesising clues and evidence across a text

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

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

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

• evaluates language features for relevance to purpose and audience

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

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

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

Processes

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

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

(see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

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

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description
AC9HE8S02

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

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description
AC9HE8S02

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8S02

Continuum extract

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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HE8S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9HE8S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HE8S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9HE8S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9HE8S02

Learning progression extract

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

Collecting, displaying and interpreting numerical data

- collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)
- constructs graphical representations of numerical data and explains the difference between continuous and discrete data (e.g. explains that measurements such as length, mass and temperature are continuous data whereas a count such as the number of people in a queue is discrete)
- explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)
- interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

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)

AC9HE8S03

interpret information and to identify , trends and economic cause-and-effect relationships
•
•

Elaborations
• interpreting information to identify ; for example, inferring a change in the price of a key commodity as a signal about of or increasing consumer expenditure
• interpreting displayed in tables and graphs to identify trends and answer questions such as, "For a 10-year period, what is the trend in the percentage of people over 60 paying tax?"
• interpreting multi-variable to identify a cause-and-effect relationship within an ; for example, an increase in earned by an individual and paid, or when the of a and increases, the price adjusts
Students learn about:

interpret information and data to identify economic and business issues, trends and and-effect relationships

(AC9HE8S03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

Reading and viewing

• Understanding texts

Elaborations

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

Inquiring

• Identify, process and evaluate information

Investigating

• Interpret data

Investigating

• Interpret data

Statistics and probability

• Interpreting and representing data

Investigating

• Interpret data

Statistics and probability

• Interpreting and representing data

Related content

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

AC9E8LY05
AC9M8ST02
AC9M8ST04
AC9TDI8P02

Resources

Work Samples

WS01 - Buying a car

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE8S03

Continuum extract

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE8S03

Continuum extract

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HE8S03

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

• judiciously selects texts for learning area tasks and purposes

Vocabulary

• identifies language used to create tone or atmosphere

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

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

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

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

Comprehension

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

• interprets abstract concepts integrating complex ideas

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

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

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

• evaluates the reasoning and evidence in a persuasive text

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

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

• analyses the techniques authors use to position readers

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

Processes

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

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

• navigates extended texts including complex digital texts

Vocabulary

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

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE8S03

Continuum extract

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

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

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

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

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

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

• evaluate the information selected to determine bias and reliability

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HE8S03

Continuum extract

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

• 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
• analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HE8S03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9HE8S03

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. $\frac{2}{3}$ ■ 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 data

Digital Literacy: Investigating: Interpret data

Content description

AC9HE8S03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9HE8S03

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 $\frac{2}{3}$ 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

Resource – WS01 - Buying a car

By the end of Year 8, students explain how markets influence the allocation of resources to the production of goods and services. They explain ways that businesses adapt to opportunities in markets and respond to the work environment. They describe the importance of Australia's taxation system and its effect on decision-making by individuals and businesses. Students explain why individuals and/or businesses budget and plan.

Students develop a range of questions to investigate an economic and business issue. They locate,

select and organise relevant information and data. They interpret information and data to identify economic and business issues and trends, and describe economic cause-and-effect relationships. They develop a response to an economic and business issue. They identify and evaluate potential costs and benefits. Students use economic and business knowledge, concepts, terms and research findings to create descriptions and explanations.

AC9HE8K01

how markets influence decisions about the allocation of resources to the production of goods and services, and the effect of prices on these decisions

AC9HE8K05

processes that individuals and/or businesses use to plan and budget to achieve short-term and long-term financial objectives

AC9HE8S03

interpret information and data to identify economic and business issues, trends and economic cause-and-effect relationships

AC9HE8S04

develop a response to an economic and business issue, identifying potential costs and benefits

AC9HE8S05

create descriptions and explanations, using economic and business knowledge, concepts and terms, and referencing information and data from sources

AC9HE8S04

develop a response to an , identifying potential costs and benefits

•

•

Elaborations

• developing a response to an issue by combining known knowledge with new ideas; for example, using a personal and to decide whether to purchase a or

• identifying and describing reasons informing a recommendation; for example, the reasons the government collects revenue and provides to individuals and communities

• identifying the potential costs and benefits of a decision; for example, doing casual work involves identifying benefits such as money earned, and costs such as less certainty about work hours each week

• explaining that making an economic and business decision involves choice and foregoing an alternative want; for example, the and/or they must forgo or give up in order to satisfy a particular want

Students learn about:

develop a response to an economic and business issue, identifying potential costs

(AC9HE8S04)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

• Draw conclusions and provide reasons

• Evaluate actions and outcomes

Generating

• Consider alternatives

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 .

Reflecting

• Transfer knowledge
Responding to ethical issues
• Explore ethical issues
Understanding ethical concepts and perspectives
• Explore ethical concepts
• Recognise influences on ethical behaviour and perspectives
Analysing
• Draw conclusions and provide reasons
Responding to ethical issues
• Explore ethical issues
• Making and reflecting on ethical decisions
Understanding ethical concepts and perspectives
• Recognise influences on ethical behaviour and perspectives
Responding to ethical issues
• Explore ethical issues
• Making and reflecting on ethical decisions
Understanding ethical concepts and perspectives
• Examine values, rights and responsibilities and ethical norms
Social awareness
• Community awareness
Social management
• Decision-making
Responding to ethical issues
• Explore ethical issues
• Making and reflecting on ethical decisions
Understanding ethical concepts and perspectives
• Examine values, rights and responsibilities and ethical norms
Social management
• Decision-making
Resources
Work Samples

WS01 - Buying a car

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE8S04
Continuum extract

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE8S04
Continuum extract

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

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

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HE8S04

Continuum extract

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

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9HE8S04

Learning progression extract

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

Crafting ideas

• creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
• includes ideas which are relevant to the topic and purpose of the text
• organises information into paragraphs to support the reader
• includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

• uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
• uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
• selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
• uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

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

Crafting ideas

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

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

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

• develops ideas with details and examples

• uses ideas derived from research

• uses written and visual supporting evidence

Text forms and features

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

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

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

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

• uses formatting appropriately to reference and label graphics

Vocabulary

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

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

Crafting ideas

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

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

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

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

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

Text forms and features

• varies sentence structure for effect (see Grammar)

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

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

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

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

Vocabulary

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

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HE8S04

Continuum extract

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

• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate■the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explain how habits and behaviour shape character and examine how they inform ethical perspectives
- explain how different traits, such as■honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE8S04

Continuum extract

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- consider alternative■ethical responses■to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and■analyse■how these affect■outcomes
- analyse■biases■when applying ethical concepts,■values■and ethical frameworks,■in order to explore and evaluate ethical decisions

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explain how habits and behaviour shape character and examine how they inform ethical perspectives
- explain how different traits, such as■honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses
- explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HE8S04

Continuum extract

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

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

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
• describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE8S04

Continuum extract

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

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HE8S04

Continuum extract

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how ethical perspectives or approaches to ethical issues may vary in different situations
• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues
• apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternative■ethical responses■to an issue when making and reflecting on ethical decisions

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

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HE8S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
• describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HE8S04

Continuum extract

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

AC9HE8S05

create descriptions and explanations, using economic and business knowledge, concepts and terms, and referencing information and from sources

•

Elaborations

• developing a response to an issue that orients the audience (for example, peers or community groups) to the issue, using relevant economic and business concepts and terms such as , "business", and
• creating a description or explanation using or information presented in appropriate formats to support decisions and conclusions about an

Students learn about:

create descriptions and explanations, using economic and business knowledge, co referencing information and data from sources

(AC9HE8S05)

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

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to

general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Draw conclusions and provide reasons

Social awareness

• Empathy

Analysing

• Draw conclusions and provide reasons

Creating and exchanging

• Create, communicate and collaborate

Related content

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

AC9E8LY06

AC9E8LY07

Resources

Work Samples

WS01 - Buying a car

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HE8S05

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

• uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
• identifies how technical and discipline-specific words develop meaning in texts
• analyses the effect of antonyms, synonyms and idiomatic language

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9HE8S05

Learning progression extract

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

• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9HE8S05

Learning progression extract

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

Crafting ideas

• creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
• includes ideas which are relevant to the topic and purpose of the text
• organises information into paragraphs to support the reader
• includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

• uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
• uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
• selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
• uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

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

Crafting ideas

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

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

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

• develops ideas with details and examples

• uses ideas derived from research

• uses written and visual supporting evidence

Text forms and features

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

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

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

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

• uses formatting appropriately to reference and label graphics

Vocabulary

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

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

Crafting ideas

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

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

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

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

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

Text forms and features

• varies sentence structure for effect (see Grammar)

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

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

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

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

Vocabulary

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

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

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE8S05

Continuum extract

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

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HE8S05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE8S05

Continuum extract

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9HE8S05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups