

(no-code)

theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia

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Elaborations

- identifying different theories regarding human evolution such as the Out of Africa Theory and the Modern Theory of Evolution
- describing how environmental changes, such as climate change and desertification, triggered the movement of peoples from Africa
- identifying how different approaches, such as the use of excavation and stratigraphy, oral history and the derived from radiocarbon dating, inform historical interpretations

Students learn about:

**theories and historical interpretations about early human evolution and migration, s
theory that people moved out of Africa and the causes of migration to other parts of
including Australia**

(AC9HH7K01)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

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

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems

Systems

- All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Analysing

- Interpret concepts and problems

Reflecting

- Transfer knowledge

Resources

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K01

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K01

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K01

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

AC9HH7K01

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

AC9HH7K01

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7K01

Continuum extract

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

- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

Resource – Deep time history of Australia resource

Deep time history of Australia resource

Preparing to teach the Version 9.0 Australian Curriculum: History Year 7 Deep time history of Australia sub-strand

Purpose

The Version 9.0 Australian Curriculum: History for Year 7 includes the sub-strand Deep time history of Australia . This resource is designed to support teachers to develop their teaching and learning program to address the knowledge and understandings in the Deep time history of Australia sub-strand and the most relevant skills described in the Skills strand.

This resource should be seen as the starting point, acting as a stimulus to get you thinking about the curriculum content to be covered as you plan for implementation.

It is recognised that the best approach to developing your teaching and learning plan is to work with your local First Nations Peoples.

What is deep time history of Australia?

Deep time history is a study of early First Nations Peoples of Australia, a period defined by the development of cultural practices and organised societies. It is a framework to describe immense scales of geological time used by geologists, archaeologists and anthropologists to investigate the past lives of First Nations Peoples.

The Year 7 Deep time history of Australia sub-strand ensures that Aboriginal and Torres Strait Islander Peoples' 65,000 years of connection to this place is taught to all young people.

Themes

This resource has been designed around 3 themes. These themes support teachers to organise the knowledge, understanding and skills described in the content descriptions and achievement standard into a coherent sequence of lessons.

The themes are:

We are here – this examines the creation stories, and timelines of arrival and connection to locations across Sahul.

We survive change – this examines the survival knowledges used to adjust and thrive during environmental changes happening over extensive timeframes.

Our Cultures continue – this examines the ongoing use of technological and ecological knowledge systems.

Refer to Attachment 1 in the downloadable document, which maps the 3 themes against the 7 knowledge and understanding content descriptions, the 3 most relevant skills content descriptions and the related extracts from the achievement standard.

Teacher considerations

Teachers may experience some nervousness about teaching this content. Students have been taught about other ancient cultures in History for a long time, and teachers have been comfortable to cover this content. When teaching about deep time history of Australia, you are on the land that you are

talking about and the First Nations Peoples of Australia are the longest living continuous culture in the world, so they are here. This presents many opportunities but it also brings some additional responsibilities. Teachers need to be confident that what they are teaching is authentic. A significant consideration in teaching Deep time history of Australia is asking about how this information has been shared and passed down from one generation to the next.

The guide provides 2 clear ways to consider the knowledge systems (or knowledge to be shared):

- Cultural knowledge is the responsibility of the local Indigenous community knowledge custodians and it is therefore essential that, when covering this content, teachers are using materials endorsed by First Nations Peoples. Teachers can source this information from across various organisations and websites. It is the teacher's responsibility to ask if there are local knowledges and voices to incorporate.
- Archaeological knowledge is also the responsibility of the local Indigenous community knowledge custodians. Teachers are able to access and examine the archaeological and scientific information from various organisations and websites but check this has endorsement of the local knowledge custodians.

This guide provides teachers with a curated list of resources that are developed and endorsed by First Nations Australians. This list is not exhaustive, and teachers are encouraged to source further resources appropriate to their location and context. There will be times that you may not be able to access local Deep time histories and cultural knowledges. This resource provides several diverse examples from across Australia. You can implement these examples into your teaching unit. You can also share these examples with local First Nations community members to assist with building a relationship to learn and implement permissible local knowledges and stories. Strategies to authenticate resources such as websites and other sources will be provided in additional professional learning modules.

For more information about developing relationships with local First Nations Australian community members, consider the FIRST Framework developed by ACARA. This framework contains 5 stages and considerations:

F – Find out about

I – Indigenous knowledges and voices

R – Respectful partnerships

S – Supporting student learning

T – Time

The FIRST stages are not always sequential, but each does need to be considered. All good partnerships take time, but the rewards are many.

It is important to get started and acknowledge that you will continue to learn and grow in confidence as you develop stronger relationships with the local First Nations community.

Using the information provided, and creating your teaching and learning program

Some teachers may be unsure where to start in developing a teaching and learning program for Deep time history of Australia. This guide provides an outline of things to consider when planning and highlights a wide range of freely available resources that could be used with students. These resources could also act as valuable background information for teachers, to support and extend understandings and help shape the next steps. Skills identified in this resource are not exhaustive but provide teachers with suggestions to consider when planning specifically for this content. You can address remaining skills content with other content in year 7 Knowledge and Understanding sub-strands.

These resources have been selected because they have been developed with or endorsed by First Nations Australians. Some teachers have expressed concern that they are not knowledgeable about the

content, and that is exactly why this resource has been developed. There is a unique opportunity for teachers in delivering this content. You can connect your students with the longest living continuous cultures in the world – First Nations Australians – and students can learn knowledge that has been passed down thousands of generations and is still important today.

Teaching about Deep time history of Australia is best when it uses your local context. This is the ideal approach, but it does take time. If this is the first time an individual teacher or the school is reaching out to work with First Nations Australians in the local community, consider using the FIRST framework to develop a reciprocal relationship with local Indigenous knowledge custodians. Be curious; step outside your comfort zone. Refer to the FIRST framework to support your work with the local First Nations community members.

Download

AC9HH7K02

theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent

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Elaborations

- investigating how scientific techniques have been used to establish the arrival of humans to the mega-continent known as ; for example, use of radiocarbon (C14) and Thermoluminescence (TL) dating techniques used to date archaeological sites related to early human occupation such as Lake Mungo, and genetic research to map the movement of people
- investigating how the ancestors of the early First Peoples of Australia were seafarers and examining the likely effects this had on the movement of people to the continent
- examining online maps and information to investigate the relationship between geographical features and the location of known sites on the mega-continent known as ; for example, investigating the vegetation types and water sources in different parts of the continent and how they reflect the location of sites
- investigating the techniques used to predict the and the routes taken in the dispersal of early First Nations Australians across the continent; for example, using online information that explains how research into landscapes, waterways, terrain and important early First Nations Australians' habitation sites can model the movement of people across the continent, or how DNA taken from hair samples can track the genetic connections of First Nations Australians back to specific parts of Australia as far back as tens of thousands of years ago

Students learn about:

theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent

(AC9HH7K02)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

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

Culture

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

People

- Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

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

People

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

Inquiring

- Identify, process and evaluate information

Culture

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

Investigating

- Locate information
- Interpret data

Culture

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

Investigating

- Locate information
- Interpret data

Culture

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

Resources

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K02

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HH7K02

Continuum extract

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K02

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 information

Content description

AC9HH7K02

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- 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

AC9HH7K02

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 – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HH7K02

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 – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9HH7K02

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 – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HH7K02

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

AC9HH7K03

how First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over

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Elaborations

- investigating dating methods used by archaeologists for the study of early First Nations Australians; for example, the use of the “Before Present” (BP) dating system
- exploring how we know about continuities and changes in First Nations Australians’ cultures; for example, the archaeological research showing evidence of occupation and the lives of First Nations Australians during the Pleistocene at sites such as Lake Mungo and Kutikina Cave
- exploring evidence of continuities and changes in the period at specific sites; for example, dating the creation of pictographs and the carving of petroglyphs at sites such as the Dampier Archipelago, Grampians National Park, Kakadu National Park, Koonalda Cave, Uluru-Kata Tjuta National Park, Preminghana, and the West Kimberley
- exploring evidence of continuing culture that was evident in the period, such as the use of ochre
- examining First Nations Australians’ views on creation and changes in the landscape that have been passed down through oral tradition, such as the existence of megafauna, changes from wetter to drier climates and changes in vegetation in central Australia

Students learn about:

how First Nations Australians are the world's oldest continuing cultures, displaying both continuity and change over deep time

(AC9HH7K03)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

People

- Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples

of the Torres Strait and have occupied the region for over 4,000 years.

Elaborations

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

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

Inquiring

- Identify, process and evaluate information

Culture

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

Inquiring

- Identify, process and evaluate information

Culture

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

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

Country/Place

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

Resources

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K03

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K03

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
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- 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 – Examine cultural perspectives and world views

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

Content description

AC9HH7K03

Continuum extract

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Identify, process and evaluate information

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

Content description

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Snapshot – Identify, process and evaluate information

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

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

- evaluate the information selected to determine bias and reliability

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K03

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
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Snapshot – Identify, process and evaluate information

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

Content description

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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
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AC9HH7K04

how First Nations Australians have responded to environmental processes and changes over time

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Elaborations

- explaining the effects of environmental changes on First Nations Australians across Australia, such as rising sea levels (for example, the loss of the land bridge to Tasmania and the formation of the Torres Strait Islands from an existing land bridge) and the aridification of some landscapes, such as Lake Mungo
- investigating how accounts of rising sea levels that occurred between 18,000 and 7,000 years ago have been passed down through the oral traditions of First Nations Australians; for example, stories in the Boonwurrung (Port Phillip) Country about the loss of kangaroo hunting grounds, and those in the Nukunu (Spencer Gulf) Country about the sea swallowing up the land
- investigating the megafauna that inhabited Australia in the Pleistocene and discussing how it may have impacted on the sustainable harvesting of game by First Nations Australians, both prior to and after the extinction of megafauna
- exploring evidence of how First Nations Australians responded to environmental changes in the Holocene ; for example, archaeological evidence that people maintained seasonal presence in the Willandra Lakes at times when water was available, the maritime specialisation of those on the Torres Strait Islands and Cape York around 2,500 BP, and the de-population of islands such as Rottneest, Kangaroo and Flinders islands when cut off from the mainland
- investigating the water management techniques used by early First Nations Australians in environments with scarce supplies of fresh water, such as islands and deserts

Students learn about:

how First Nations Australians have responded to environmental processes and changes over time

(AC9HH7K04)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Culture

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

Country/Place

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

People

- Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

Elaborations

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

Analysing

- Interpret concepts and problems

Systems

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

Inquiring

- Identify, process and evaluate information

Systems

- All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Inquiring

- Identify, process and evaluate information

Systems

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

Inquiring

- Identify, process and evaluate information

Systems

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

Inquiring

- Identify, process and evaluate information

Systems

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

Resources

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K04

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of

identity and belonging

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K04

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K04

Continuum extract

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- 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 information

Content description

AC9HH7K04

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Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K04

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K04

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

AC9HH7K05

the technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management

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Elaborations

- investigating chronologies of technological achievements for continuity and change over time, including the development of stone tools and stone-knapping techniques such as ground-edge tools, hafted axes and mill stones
- exploring how food production or procurement such as agriculture, aquaculture, nomadism and hunter-gatherer/forager societies were by the environment; for example, people in the Torres Strait Islands and Cape York developing maritime technologies and people in arid environments developing a nomadic lifestyle, and the development of sustainable harvesting practices such as those of the Mithaka People in Queensland's Channel Country
- exploring land and water management practices developed by early First Nations Australians, such as cultural burning practices, and the conservation and use of water through the development of weirs, irrigation and water evaporation reduction systems
- exploring aquaculture practices developed by early First Nations Australians, such as eel traps of the Gunditjmara People at Budj Bim, Victoria, the mollusc harvesting of the Kombumerri People on the Gold Coast, Queensland, and stone fish traps used by the Ngemba People at Brewarrina, New South Wales

Students learn about:

the technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management

(AC9HH7K05)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Culture

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

Country/Place

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

People

- Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

Elaborations

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

Inquiring

- Identify, process and evaluate information

Reflecting

- Transfer knowledge

Culture

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

Inquiring

- Identify, process and evaluate information

Reflecting

- Transfer knowledge

Systems

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

Inquiring

- Identify, process and evaluate information

Reflecting

- Transfer knowledge

Systems

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

Inquiring

- Identify, process and evaluate information

Reflecting

- Transfer knowledge

Systems

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

Resources

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K05

Continuum extract

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

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

identities, including their own

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K05

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7K05

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 – Identify, process and evaluate information

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

Content description

AC9HH7K05

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7K05

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 – Identify, process and evaluate information

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

Content description

AC9HH7K05

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7K05

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 – Identify, process and evaluate information

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

Content description

AC9HH7K05

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7K05

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

AC9HH7K06

the and cultural practices of early First Nations Australians, and their continuity and change over time

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Elaborations

- examining the systems of First Nations Australians, such as moieties, and groups, and how they determine roles and relationships to others, including how they underpin marriage laws, and their development and significance in areas such as Central Australia during increasing desertification
 - examining how aspects of and cultural practices of early First Nations Australians are known because they have been passed on through oral traditions and supported by media such as song, dance, music and visual art representations such as rock paintings; for example, narratives or visual representations related to , structures, and responsibilities to the land, seas, waterways, sky and universe
 - investigating important cultural practices of early First Nations Australians and their continuity and change over time; for example, , rites of passage, and the antiquity and types of funerary customs and burial practices such as the early example of cremation at the Willandra Lakes in New South Wales, the tombstone openings of the Torres Strait Islands and the log coffins used by the Yolngu Peoples of Arnhem Land
 - exploring the existence of defined land, sea and sky territories, and the social and political systems that governed early First Nations Australians' societies, such as , delineation and reciprocal access rights, and the trade and bartering of items such as ochre, medicine and trepang
- Students learn about:

the social organisation and cultural practices of early First Nations Australians, and continuity and change over time

(AC9HH7K06)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Culture

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

Country/Place

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

People

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

Elaborations

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

Analysing

- Interpret concepts and problems

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

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for,

Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

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

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Systems

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

Resources

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K06

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K06

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K06

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 information

Content description

AC9HH7K06

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 information

Content description

AC9HH7K06

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

AC9HH7K06

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K06

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

AC9HH7K07

the cultural obligations of First Nations Australians about significant heritage sites, including ancestral remains, and , and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation

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Elaborations

- recognising how the human remains of early First Nations Australians are the ancestors of contemporary First Nations Peoples of Australia and, as such, any unauthorised disturbance is taken as a serious breach of cultural protocol
- exploring how the ancestral remains found at Lake Mungo (Willandra Lakes) illustrate the issues of ownership, cultural protocols, research and repatriation
- examining the importance of consultation with multiple stakeholders when conserving culture and heritage sites; for example, the collaboration between the Traditional Owners and researchers
- investigating world heritage criteria for the listing of significant sites such as the Budj Bim and Willandra Lakes , and cultural landscapes such as Uluru-Kata Tjuta and Kakadu
- examining the role of national and state/territory galleries, libraries, archives, museums, historical societies and field-sites in curating, conserving and showcasing First Nations Australians' histories and cultures

Students learn about:

the cultural obligations of First Nations Australians about significant heritage sites, ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation

(AC9HH7K07)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively
- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Culture

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

Country/Place

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

People

- 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

Understanding ethical concepts and perspectives

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

Inquiring

- Identify, process and evaluate information

Social management

- Collaboration

Inquiring

- Identify, process and evaluate information

Social management

- Collaboration

Inquiring

- Identify, process and evaluate information

Social awareness

- Community awareness

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Social management

- Collaboration

Resources

Snapshot – Communicate responsively

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

Content description

AC9HH7K07

Continuum extract

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9HH7K07

Continuum extract

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Explore the influence of cultures on interactions

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

cultures on interactions

Content description

AC9HH7K07

Continuum extract

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

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K07

Continuum extract

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

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

Snapshot – Explore ethical concepts

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

Content description

AC9HH7K07

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: Recognise influences on ethical behaviour and perspectives

Content description

AC9HH7K07

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 – Identify, process and evaluate information

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

Content description

AC9HH7K07

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 – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HH7K07

Continuum extract

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K07

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 – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HH7K07

Continuum extract

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K07

Continuum extract

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

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HH7K07

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

AC9HH7K07

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K07

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 – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HH7K07

Continuum extract

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

AC9HH7K08

the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, and heritage of the past

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-

Elaborations

- evaluating various methods for investigating the past; for example, stratigraphy to date discoveries, and DNA testing to identify common diseases and past individuals from their remains, such as Egyptian mummies
- creating a cross-sectional drawing of the earth's surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time; for example, a charcoal layer containing human remains and weapons may indicate the capture and destruction of an settlement such as Troy
- examining the impact of infrastructure works, such as the Aswan Dam, on sites of significance
- examining the roles and responsibilities of governments and other bodies, such as UNESCO, in protecting key archaeological sites; for example, the rescue mission to save the temples of Abu Simbel or the campaign for the return of the Elgin Marbles to Greece
- investigating world heritage criteria for the listing of significant sites; for example, the Great Wall of China or the Mausoleum of the First Qin Emperor (Qin Shi Huang) or Mohenjo-dara in India

Students learn about:

the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, and heritage of the past

(AC9HH7K08)

General capabilities and cross-curriculum priorities

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

Understanding ethical concepts and perspectives

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

Reflecting on culture and cultural diversity

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

Elaborations

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

Analysing

- Interpret concepts and problems
- Evaluate actions and outcomes

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Analysing

- Interpret concepts and problems

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Responding to ethical issues

- Explore ethical issues

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Inquiring

- Identify, process and evaluate information

Responding to ethical issues

- Explore ethical issues

Understanding ethical concepts and perspectives

- Explore ethical concepts

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HH7K08

Continuum extract

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

- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HH7K08

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 – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K08

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HH7K08

Continuum extract

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K08

Continuum extract

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

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

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HH7K08

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K08

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

AC9HH7K08

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K08

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

AC9HH7K08

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 – Identify, process and evaluate information

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

Content description

AC9HH7K08

Continuum extract

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

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HH7K08

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 – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HH7K08

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 – Identify, process and evaluate information

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

Content description

AC9HH7K08

Continuum extract

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

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HH7K08

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: Explore ethical concepts

Content description

AC9HH7K08

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

AC9HH7K09

how the physical environment and geographical features the development of the society

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Elaborations

- explaining the role of topography in providing barriers of defence for city-states, such as the surrounding seas, mountain ranges and river systems; for example, the Axios (Vardar), Strimonas (Struma) and Nestos rivers
- explaining the role of the fertile soil of the Po and Tiber River in enabling trade through surplus production
- describing Roman methods to manage resources; for example, water supply through aqueducts and plumbing systems
- explaining how the Nile River enabled the establishment of Egyptian society through farming (including the role of the inundation), transportation, defence (for example, the cataract fortifications) and religion (for example, Hapi, god of the inundation; Khnum, god of the Nile; and Satet, goddess of Nile floods and the Nile cataracts)
- identifying how the environment and harmonious relationships with the natural world were reflected in belief systems such as Hinduism, Buddhism and Jainism
- examining the role of climate in enabling the establishment and expansion of agriculture around the Yellow River and how this supported the society
- describing the impact of topographic features, such as the Himalayas, rivers and seas, on contact with other societies, including trade and warfare

Students learn about:

how the physical environment and geographical features influenced the development of society

(AC9HH7K09)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Systems

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

Elaborations

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

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Reflecting

- Transfer knowledge

Knowing Asia and its diversity

- The interrelationships between people and the diverse environments and systems across the Asia

region have global implications.

Analysing

- Interpret concepts and problems

Reflecting

- Transfer knowledge

Knowing Asia and its diversity

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

Analysing

- Interpret concepts and problems

Knowing Asia and its diversity

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K09

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K09

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

AC9HH7K09

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

AC9HH7K09

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

AC9HH7K09

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

AC9HH7K09

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7K09

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K09

Continuum extract

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

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

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7K09

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K09

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

AC9HH7K10

the organisation and roles of key groups in society such as the nobility, bureaucracy, women and slaves, and how they and changed society

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Elaborations

- examining evidence of the social structure of Athenian or Spartan society; for example, the roles of citizens, women and slaves in Athenian society and the roles of Spartiates, Perioikoi and Helots in Spartan society
- describing the rights of citizens in Athens (for example, the right for men to vote), their responsibilities (for example, military service, attending assembly meetings) and the concept of freedom
- describing the significance of slavery in the period of the Roman Empire; for example, the acquisition of slaves through warfare, the use of slaves as gladiators, agricultural labourers and domestic servants, and the rise of freedmen
- investigating and visual sources depicting the role of social structure (for example, the roles of patricians, plebeians, women of different classes and slaves) to understand the lived experience of republicanism in Rome
- explaining the social structure of Egypt, including slaves, farmers, craftsmen, merchants, scribes, soldiers, priests, Viziers, Nomarchs and Pharaoh
- describing the rights and responsibilities of women of different classes in the areas of marriage, family life, work and education, and the depiction of women fulfilling these roles in artwork and funerary texts
- explaining how scribes viewed their role in the maintenance of society, using evidence such as funerary texts and literary works, such as the Instruction of Amenemope
- explaining how society was organised and shaped through the social hierarchy, including the role of Brahmins (priests, teachers), Kshatriyas (kings, warriors), Vaishyas (merchants, artisans) and

Shudras (labourers, peasants)

- describing the role of women in shaping society in the areas of marriage, family life, work and education

- outlining the rights and responsibilities of the Shi class

Students learn about:

the organisation and roles of key groups in ancient society such as the nobility, bur and slaves, and how they influenced and changed society

(AC9HH7K10)

General capabilities and cross-curriculum priorities

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

Understanding ethical concepts and perspectives

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

Reflecting on culture and cultural diversity

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

Elaborations

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

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Social awareness

- Community awareness

Analysing

- Interpret concepts and problems

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Social awareness

- Community awareness

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Analysing

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems

Knowing Asia and its diversity

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

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Knowing Asia and its diversity

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

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Knowing Asia and its diversity

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

Resources

Work Samples

WS01 - Role and achievements of a significant individual

Snapshot – Explore ethical concepts

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

Content description

AC9HH7K10

Continuum extract

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

- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Examine values, rights and responsibilities and ethical norms

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

responsibilities and ethical norms

Content description

AC9HH7K10

Continuum extract

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

- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Recognise influences on ethical behaviour and perspectives

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

ethical behaviour and perspectives

Content description

AC9HH7K10

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 – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K10

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9HH7K10

Continuum extract

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

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K10

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K10

Continuum extract

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

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

- evaluate the information selected to determine bias and reliability

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HH7K10

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

AC9HH7K10

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 – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HH7K10

Continuum extract

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

- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K10

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K10

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

AC9HH7K10

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K10

Continuum extract

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

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HH7K10

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

AC9HH7K10

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

AC9HH7K10

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 – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HH7K10

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 – Draw conclusions and provide reasons

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

Content description

AC9HH7K10

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 – Identify, process and evaluate information

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

Content description

AC9HH7K10

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

AC9HH7K10

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 – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HH7K10

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 – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HH7K10

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

Resource – WS01 - Role and achievements of a significant individual

By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.

Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.

AC9HH7K10

the organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society

AC9HH7K12

causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties

AC9HH7K13

the role and achievements of a significant individual in an ancient society

AC9HH7S05

describe causes and effects, and explain continuities and changes

AC9HH7S07

explain historical interpretations about significant events, individuals and groups

AC9HH7S08

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

AC9HH7K11

key , and practices of an society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs

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-

Elaborations

- describing the role of the Delphic Oracle in informing decision-making regarding future warfare
- investigating significant and associated with warfare, such as the heroic ideals revealed in the Iliad, and military practices such as army organisation, the hoplite phalanx and naval warfare
- investigating significant associated with daily life (for example, the evidence of household religion) and practices (for example, the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres)
- analysing the role of the military in the organisation of Roman society and politics, in both the Republic and the early Empire
- investigating associated with death, such as belief in an afterlife, and funerary customs and practices (for example, burial in tombs and techniques of mummification)
- describing how the prominence of male and female gods changed based on locality and time
- developing criteria to evaluate the significant , and practices of Indian society associated with, for example, the role of the family and religious ceremonies, such as rites of passage for boys and men, and rites of passage for girls and women, and marriage rites
- formulating questions to analyse how Vedism and later, Brahmanism shaped death and funerary customs
- identifying how the Mandate of Heaven assisted people in understanding and justifying periods of warfare
- investigating the significant , and practices of Chinese society associated with daily life; for example, irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs

Students learn about:

key beliefs, values and practices of an ancient society, with a particular emphasis on the following areas: everyday life, warfare, or death and funerary customs

(AC9HH7K11)

General capabilities and cross-curriculum priorities

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

Responding to ethical issues

- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Explore ethical concepts

Reflecting on culture and cultural diversity

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

Elaborations

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

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Analysing

- Evaluate actions and outcomes

Knowing Asia and its diversity

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

Inquiring

- Develop questions

Knowing Asia and its diversity

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

Analysing

- Interpret concepts and problems

Reflecting

- Transfer knowledge

Knowing Asia and its diversity

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

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Knowing Asia and its diversity

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

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HH7K11

Continuum extract

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

- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes
- analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Exploring ethical concepts

Content description

AC9HH7K11

Continuum extract

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

- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K11

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HH7K11

Continuum extract

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K11

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K11

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

AC9HH7K11

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K11

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
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- 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

AC9HH7K11

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K11

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

AC9HH7K11

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K11

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

AC9HH7K11

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K11

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 – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HH7K11

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 – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HH7K11

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K11

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7K11

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K11

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K11

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

AC9HH7K12

causes and effects of contacts and conflicts within societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties

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Elaborations

- explaining the nature of contact and conflict with other societies, such as the commodities that formed the trade with Egypt, Greek of the Mediterranean, the Persian Wars, the Battle of Salamis, the of Alexander the Great and the reach of Greek culture
- identifying the short-term triggers of a conflict, such as the Peloponnesian war
- explaining the causes of the fall of the Roman Republic and the rise of the Roman Empire
- describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious and practices; for example, the Pantheon of Gods (Greece), Isis (Egypt), Mithras (Persia) and Judaism and early Christianity (Palestine)
- comparing accounts of contact between Rome and societies in the period; for example, the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus
- analysing the causes and effects of the rise and expansion of the Egyptian Empire
- explaining the nature of contact and conflict with other societies, such as trade with Cyprus, Crete and Greece, and the Battle of Kadesh in the New Kingdom that concluded with Ramses II's peace treaty with the Hittites
- analysing the long-term causes of the rise of the Mauryan Empire and the spread of Mauryan philosophies and
- examining the extent of Indian contact with other societies such as the Persians under Cyrus, the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; and the spread of Hinduism and Buddhism
- explaining the rise of China; for example, through chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's The Art of War
- describing indirect contact and interactions between the Roman Empire and the Han Dynasty

Students learn about:

causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties

(AC9HH7K12)

General capabilities and cross-curriculum priorities

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

Responding to ethical issues

- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Explore ethical concepts

Engaging with cultural and linguistic diversity

- Develop empathy

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

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

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Understanding Asia's global significance

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

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Understanding Asia's global significance

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

Inquiring

- Identify, process and evaluate information

Understanding Asia's global significance

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

Analysing

- Interpret concepts and problems

Understanding Asia's global significance

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

Analysing

- Interpret concepts and problems

Understanding Asia's global significance

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

Resources

Work Samples

WS01 - Role and achievements of a significant individual

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HH7K12

Continuum extract

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

- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes
- analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Exploring ethical concepts and perspectives

Content description

AC9HH7K12

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 – Develop empathy

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

Content description

AC9HH7K12

Continuum extract

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

- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K12

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K12

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K12

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

AC9HH7K12

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

AC9HH7K12

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

AC9HH7K12

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

AC9HH7K12

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

AC9HH7K12

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

context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K12

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

context

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7K12

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

AC9HH7K12

explaining the rise of imperial China; for example, through chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's The Art of War

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

AC9HH7K12

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

AC9HH7K13

the role and achievements of a significant individual in an society

-
-

Elaborations

- developing questions to establish the significance of key individuals such as Homer (800–701 BCE), Draco (7th century BCE), Socrates (470–399 BCE), Aspasia (470–400 BCE), Plato (428–348 BCE), Aristotle (384–322 BCE), Archimedes (287–212 BCE), Hippocrates (460–370 BCE), Alexander the Great (356–323 BCE), and/or Pericles (495–429 BCE)
- examining the historical , early life and achievements of a significant historical figure, such as Leonidas or Pericles from Greece, and how they were perceived by their contemporaries
- describing the importance of a key group such as patricians, plebeians, women or slaves in the maintenance of the Roman
- examining the historical , early life and achievements of a significant historical figure such as Julius Caesar, Augustus, Agrippina the Younger, Marcus Aurelius or Jesus Christ, and how they were perceived by their contemporaries
- analysing the impact of Constantine's reign on society and religion in the Roman Empire
- evaluating the significance of Rameses II, including military victories, expansion of the Egyptian and architectural endeavours
- examining the historical , early life and achievements of a significant historical figure from Egypt, such as Hatshepsut or Akhenaten, and how they were perceived by their contemporaries
- examining the historical , early life and achievements of key individuals such as Chandragupta Maurya or Ashoka
- describing the social, political and cultural impact of Confucius on Chinese society
- examining the historical , early life and achievements of a significant historical figure such as Confucius or Qin Shi Huang, and how each was perceived by their contemporaries

Students learn about:

the role and achievements of a significant individual in an ancient society

(AC9HH7K13)

General capabilities and cross-curriculum priorities

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

Understanding ethical concepts and perspectives

- Explore ethical concepts

Reflecting on culture and cultural diversity

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

Elaborations

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

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

Inquiring

- Develop questions

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Draw conclusions and provide reasons

Analysing

- Evaluate actions and outcomes

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Understanding Asia's global significance

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

Analysing

- Interpret concepts and problems

Understanding Asia's global significance

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

Analysing

- Interpret concepts and problems

Understanding Asia's global significance

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

Resources

Work Samples

WS01 - Role and achievements of a significant individual

Snapshot – Explore ethical concepts

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

Content description

AC9HH7K13

Continuum extract

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

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7K13

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HH7K13

Continuum extract

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9HH7K13

Continuum extract

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

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HH7K13

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K13

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

AC9HH7K13

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

AC9HH7K13

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

AC9HH7K13

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

AC9HH7K13

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7K13

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

AC9HH7K13

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

AC9HH7K13

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

AC9HH7K13

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

AC9HH7S01

develop historical questions about the past to inform historical inquiry

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Elaborations

- developing a key question such as “How were the pyramids at Giza built?” and understanding that there may not be a definitive answer; identifying related questions to inform the inquiry, including “What evidence is there?” and “What theories have been developed?”
- developing questions using historical concepts such as cause, effect, change, continuity, perspectives, interpretations and significance; for example, “What were the effects of rising sea levels on the movements of early First Nations Australians?”

Students learn about:

develop historical questions about the past to inform historical inquiry

(AC9HH7S01)

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

Resources

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HH7S01

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

AC9HH7S01

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

AC9HH7S01

Continuum extract

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

- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HH7S01

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

Resource – Deep time history of Australia resource

Deep time history of Australia resource

Preparing to teach the Version 9.0 Australian Curriculum: History Year 7 Deep time history of Australia sub-strand

Purpose

The Version 9.0 Australian Curriculum: History for Year 7 includes the sub-strand Deep time history of Australia . This resource is designed to support teachers to develop their teaching and learning program to address the knowledge and understandings in the Deep time history of Australia sub-strand and the most relevant skills described in the Skills strand.

This resource should be seen as the starting point, acting as a stimulus to get you thinking about

the curriculum content to be covered as you plan for implementation.

It is recognised that the best approach to developing your teaching and learning plan is to work with your local First Nations Peoples.

What is deep time history of Australia?

Deep time history is a study of early First Nations Peoples of Australia, a period defined by the development of cultural practices and organised societies. It is a framework to describe immense scales of geological time used by geologists, archaeologists and anthropologists to investigate the past lives of First Nations Peoples.

The Year 7 Deep time history of Australia sub-strand ensures that Aboriginal and Torres Strait Islander Peoples' 65,000 years of connection to this place is taught to all young people.

Themes

This resource has been designed around 3 themes. These themes support teachers to organise the knowledge, understanding and skills described in the content descriptions and achievement standard into a coherent sequence of lessons.

The themes are:

We are here – this examines the creation stories, and timelines of arrival and connection to locations across Sahul.

We survive change – this examines the survival knowledges used to adjust and thrive during environmental changes happening over extensive timeframes.

Our Cultures continue – this examines the ongoing use of technological and ecological knowledge systems.

Refer to Attachment 1 in the downloadable document, which maps the 3 themes against the 7 knowledge and understanding content descriptions, the 3 most relevant skills content descriptions and the related extracts from the achievement standard.

Teacher considerations

Teachers may experience some nervousness about teaching this content. Students have been taught about other ancient cultures in History for a long time, and teachers have been comfortable to cover this content. When teaching about deep time history of Australia, you are on the land that you are talking about and the First Nations Peoples of Australia are the longest living continuous culture in the world, so they are here. This presents many opportunities but it also brings some additional responsibilities. Teachers need to be confident that what they are teaching is authentic. A significant consideration in teaching Deep time history of Australia is asking about how this information has been shared and passed down from one generation to the next.

The guide provides 2 clear ways to consider the knowledge systems (or knowledge to be shared):

- Cultural knowledge is the responsibility of the local Indigenous community knowledge custodians and it is therefore essential that, when covering this content, teachers are using materials endorsed by First Nations Peoples. Teachers can source this information from across various organisations and websites. It is the teacher's responsibility to ask if there are local knowledges and voices to incorporate.
- Archaeological knowledge is also the responsibility of the local Indigenous community knowledge custodians. Teachers are able to access and examine the archaeological and scientific information from various organisations and websites but check this has endorsement of the local knowledge custodians.

This guide provides teachers with a curated list of resources that are developed and endorsed by First Nations Australians. This list is not exhaustive, and teachers are encouraged to source further resources appropriate to their location and context. There will be times that you may not be able to access local Deep time histories and cultural knowledges. This resource provides several diverse examples from across Australia. You can implement these examples into your teaching unit. You can also share these examples with local First Nations community members to assist with building

a relationship to learn and implement permissible local knowledges and stories. Strategies to authenticate resources such as websites and other sources will be provided in additional professional learning modules.

For more information about developing relationships with local First Nations Australian community members, consider the FIRST Framework developed by ACARA. This framework contains 5 stages and considerations:

F – Find out about

I – Indigenous knowledges and voices

R – Respectful partnerships

S – Supporting student learning

T – Time

The FIRST stages are not always sequential, but each does need to be considered. All good partnerships take time, but the rewards are many.

It is important to get started and acknowledge that you will continue to learn and grow in confidence as you develop stronger relationships with the local First Nations community. Using the information provided, and creating your teaching and learning program Some teachers may be unsure where to start in developing a teaching and learning program for Deep time history of Australia . This guide provides an outline of things to consider when planning and highlights a wide range of freely available resources that could be used with students. These resources could also act as valuable background information for teachers, to support and extend understandings and help shape the next steps. Skills identified in this resource are not exhaustive but provide teachers with suggestions to consider when planning specifically for this content. You can address remaining skills content with other content in year 7 Knowledge and Understanding sub-strands.

These resources have been selected because they have been developed with or endorsed by First Nations Australians. Some teachers have expressed concern that they are not knowledgeable about the content, and that is exactly why this resource has been developed. There is a unique opportunity for teachers in delivering this content. You can connect your students with the longest living continuous cultures in the world – First Nations Australians – and students can learn knowledge that has been passed down thousands of generations and is still important today.

Teaching about Deep time history of Australia is best when it uses your local context. This is the ideal approach, but it does take time. If this is the first time an individual teacher or the school is reaching out to work with First Nations Australians in the local community, consider using the FIRST framework to develop a reciprocal relationship with local Indigenous knowledge custodians. Be curious; step outside your comfort zone. Refer to the FIRST framework to support your work with the local First Nations community members.

Download

AC9HH7S02

locate and identify and to use in historical inquiry

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-

Elaborations

- locating digital repositories of archaeological sources and records, and using search functions to identify evidence; for example, Rome ceramics – religion
- identifying categories for sorting and , such as scrolls, coins, artwork, human remains, perspectives and/or historical interpretations

- selecting and recording information from a range of sources (both archaeological and written) and differentiating between sources (those from the time of the event/person/site being investigated) and (those that represent later interpretations)
- examining methods for investigating the past for providing information relevant to inquiry questions; for example, stratigraphy to date discoveries, DNA testing to identify past individuals from their remains (such as Egyptian mummies) and common diseases
- explaining the challenges of translation and intercultural understanding when interrogating sources of evidence, such as the inscriptions of Asoka and other edicts carved in stone and contained in religious literature, and the Vedas and epics of the Ramayana and Mahabharata

Students learn about:

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

(AC9HH7S02)

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

Navigating intercultural contexts

- Consider responses to intercultural contexts

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7S02

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

AC9HH7S02

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 information

Content description

AC9HH7S02

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

AC9HH7S02

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 information

Content description

AC9HH7S02

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 information

Content description

AC9HH7S02

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 information

Content description

AC9HH7S02

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 information

Content description

AC9HH7S02

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 – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9HH7S02

Continuum extract

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9HH7S02

Continuum extract

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts

Content description

AC9HH7S02

Continuum extract

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

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

interactions

- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

AC9HH7S03

identify the , content, and of and

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Elaborations

- developing and applying questions such as “Who wrote/produced this?”, “When?”, “Why?” and “What does it show about the past?” to photographs, , stories, buildings and other sources to explain and
- identifying and explaining the , content, features and of different sources in understanding the impact and legacy of a key individual such as Leonidas (King of Sparta), Pericles or Alexander the Great
- explaining the difficulties in identifying the and of some sources, such as the Kimberley Bradshaw paintings

Students learn about:

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

(AC9HH7S03)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Elaborations

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

Inquiring

- Identify, process and evaluate information

Understanding ethical concepts and perspectives

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

Reflecting

- Transfer knowledge

Engaging with cultural and linguistic diversity

- Develop empathy

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Reflecting

- Transfer knowledge

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Related content

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

AC9E7LY01

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7S03

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

AC9HH7S03

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 – Identify, process and evaluate information

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

Content description

AC9HH7S03

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

AC9HH7S03

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 information

Content description

AC9HH7S03

Continuum extract

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

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

Snapshot – Explore ethical concepts

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

Content description

AC9HH7S03

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: Recognise influences on ethical behaviour and perspectives

Content description

AC9HH7S03

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7S03

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 – Develop empathy

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

Content description

AC9HH7S03

Continuum extract

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

- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7S03

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7S03

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 – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7S03

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

AC9HH7S04

identify and describe the and of and as evidence

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Elaborations

- examining the of sources by asking questions such as “Where does it come from?”, “What information is provided?”, “Is the information factual or an opinion?” and “What other sources may be needed to support/challenge this source?”
- recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures in an society
- distinguishing between a fact (for example, “Some gladiators wore helmets”) and an opinion (for example, “All gladiators were brave”)
- identifying information within a source that can be useful evidence to support an interpretation of an event, movement, individual, group or society

Students learn about:

identify and describe the accuracy and usefulness of primary and secondary source

(AC9HH7S04)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Elaborations

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

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Engaging with cultural and linguistic diversity

- Develop empathy

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Reflecting

- Transfer knowledge

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7S04

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

AC9HH7S04

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 – Identify, process and evaluate information

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

Content description

AC9HH7S04

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

AC9HH7S04

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 – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HH7S04

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 – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7S04

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those

that have remained the same, drawing on examples from within, between and across cultural groups

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

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HH7S04

Continuum extract

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

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

Snapshot – Develop empathy

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

Content description

AC9HH7S04

Continuum extract

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

- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7S04

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Identify, process and evaluate information

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

Content description

AC9HH7S04

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 information

Content description

AC9HH7S04

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7S04

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

AC9HH7S05

describe causes and effects, and explain continuities and changes

-
-

Elaborations

- sequencing events from early Australia and the society in order, using timelines to identify and describe causes and effects
- defining terms such as “BC” (Before Christ), “AD” (Anno Domini), “BCE” (Before Common Era), “CE” (Common Era), “BP” (Before Present) and “history” (the period beginning with named individuals and textual recording)
- identifying gaps in timelines or narratives and explaining possible reasons for why these gaps occur
- sequencing a range of sources in chronological order to support the development of an explanation of continuities or changes

Students learn about:

describe causes and effects, and explain continuities and changes

(AC9HH7S05)

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

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Resources

Work Samples

WS01 - Role and achievements of a significant individual

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7S05

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

AC9HH7S05

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

AC9HH7S05

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 information

Content description

AC9HH7S05

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 information

Content description

AC9HH7S05

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

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

AC9HH7S05

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

AC9HH7S05

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 – Identify, process and evaluate information

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

Content description

AC9HH7S05

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

AC9HH7S05

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

AC9HH7S05

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 – Identify, process and evaluate information

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

Content description

AC9HH7S05

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

Resource – WS01 - Role and achievements of a significant individual

By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.

Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.

AC9HH7K10

the organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society

AC9HH7K12

causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties

AC9HH7K13

the role and achievements of a significant individual in an ancient society

AC9HH7S05

describe causes and effects, and explain continuities and changes

AC9HH7S07

explain historical interpretations about significant events, individuals and groups

AC9HH7S08

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

AC9HH7S06

identify perspectives, attitudes and of the past in sources

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Elaborations

- identifying perspectives in a historical source, such as the saying of Confucius, “Women and underlings are especially difficult to handle”, and discussing the and attitudes of the society that produced it
- identifying that, while evidence may be limited for a particular group of people such as women, slaves, peoples living in newly conquered areas and ethnic groups, such evidence can provide useful insights into the power structures of a society
- identifying the possible meanings of, and attitudes and shown by, images and symbols in sources, such as funerary texts or religious manuscripts

Students learn about:

identify perspectives, attitudes and values of the past in sources

(AC9HH7S06)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Reading and viewing

- Understanding texts

Elaborations

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

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

Related content

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

areas.

AC9E7LY03

AC9E7LY05

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7S06

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

AC9HH7S06

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

AC9HH7S06

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 – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HH7S06

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 – Examine cultural perspectives and world views

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

Content description

AC9HH7S06

Continuum extract

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HH7S06

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 – Examine cultural perspectives and world views

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

Content description

AC9HH7S06

Continuum extract

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HH7S06

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 – Examine cultural perspectives and world views

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

Content description

AC9HH7S06

Continuum extract

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

AC9HH7S07

explain historical interpretations about significant events, individuals and groups

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-

Elaborations

- examining different interpretations to explain short-term triggers and/or of the decline of an or society, such as failing economy, political upheaval, foreign or conflict
- developing a historical about why an event, individual or group is interpreted in different ways

Students learn about:

explain historical interpretations about significant events, individuals and groups

(AC9HH7S07)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons
- Evaluate actions and outcomes

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

Elaborations

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Reflecting

- Transfer knowledge

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Reflecting

- Transfer knowledge

Related content

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

AC9E7LY05

Resources

Work Samples

WS01 - Role and achievements of a significant individual

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7S07

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

AC9HH7S07

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

AC9HH7S07

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 – Examine cultural perspectives and world views

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

Content description

AC9HH7S07

Continuum extract

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7S07

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

AC9HH7S07

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 – Identify, process and evaluate information

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

Content description

AC9HH7S07

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7S07

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7S07

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

AC9HH7S07

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 – Identify, process and evaluate information

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

Content description

AC9HH7S07

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HH7S07

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

AC9HH7S08

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

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-

Elaborations

- communicating a description or explanation using historical knowledge (for example, describing the social structure of the society) referring to evidence from sources (for example, reference to artwork)
- developing a description or explanation using historical concepts and terms; for example, sources, evidence, continuity and change, perspective or interpretation
- creating a presentation using different formats; for example, visual displays to recreate and show the specific features of an battle, temple, pyramid complex or burial site supported by a timeline, annotations on a diagram or a summary
- developing a historical ; for example, explaining the significance of a past event, providing reasons for the event with reference to relevant evidence

Students learn about:

create descriptions, explanations and historical arguments, using historical knowledge and terms that reference evidence from sources

(AC9HH7S08)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Reading and viewing

- Understanding texts

Speaking and listening

- Interacting

Writing

- Creating texts

Elaborations

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

Reflecting

- Transfer knowledge

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Analysing

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Related content

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

AC9E7LY06

AC9E7LY07

Resources

Work Samples

WS01 - Role and achievements of a significant individual

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HH7S08

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

AC9HH7S08

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

AC9HH7S08

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

AC9HH7S08

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

AC9HH7S08

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

AC9HH7S08

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 – Communicate responsively

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

Content description

AC9HH7S08

Continuum extract

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HH7S08

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9HH7S08

Continuum extract

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

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

Content description

AC9HH7S08

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9HH7S08

Continuum extract

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HH7S08

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 – Identify, process and evaluate information

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

Content description

AC9HH7S08

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