(no-code)

the and characteristics of as with distinctive , soils, and productivity

•

Elaborations

• identifying and describing the major aquatic and terrestrial of Australia and other areas of the world, and mapping their

• interpreting and explaining patterns and trends in the productivity of the major aquatic and terrestrial in Australia compared with a country in

• explaining the effects of interconnections between (, , and) and human activities, such as deforestation, mining and agriculture on the characteristics of

Students learn about:

the distribution and characteristics of biomes as regions with distinctive climates, s vegetation and productivity

(AC9HG9K01)

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

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

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

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.

Related content

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

AC9TDE10K04

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K01

Continuum extract

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

• 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
AC9HG9K01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• 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
AC9HG9K01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• 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
AC9HG9K01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• 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
AC9HG9K01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• 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
AC9HG9K01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• 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

AC9HG9K01

Continuum extract

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

AC9HG9K02

the effects on environments of human alteration of to produce food,

•

•

Elaborations

• identifying the in Australia and a country in that produce some of the foods and plant material people consume
• explaining the differences between natural and agricultural in flows of nutrients and water, and in ; for example, the tropical rainforest biome in Indonesia produces food such as fruit, grains, nuts, vegetables and spices, and non-food products such as wood, rubber, coffee, chocolate and palm oil
• explaining how human alteration of (for example, drip irrigation, fertilisers, pesticides, genetically modified seeds, agrobiotics, terracing, and controlling erosion and overgrazing) has increased agricultural productivity in Australia and a country in

Students learn about:

the effects on environments of human alteration of biomes to produce food, industr

fibres

(AC9HG9K02)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Design

• Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

Elaborations

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

Inquiring

• Identify, process and evaluate information

Knowing Asia and its diversity

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

Analysing

• Interpret concepts and problems

Knowing Asia and its diversity

• 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.

Related content

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

AC9TDE10K04

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K02

Continuum extract

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9K02

Continuum extract

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

• 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

AC9HG9K02

Continuum extract

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

• 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

AC9HG9K02

Continuum extract

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

• 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

AC9HG9K03

the environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in

-
-

Elaborations

• examining how environmental factors, such as climate, soil, landform, water and , support higher agricultural production, such as wheat, rice and maize, in Australia and a country in

• examining how economic factors such as available land, labour, finance and enterprise, and technological factors such as biotechnology and use of Geographical Information Systems (GIS) software, affect agricultural production in Australia and a country in ; for example, increased labour supply or access to storage, transportation and markets

• examining how agricultural innovations have reduced environmental limitations on food production in Australia and a country in ; for example, increased food production due to research into and development of high-yielding and genetically engineered pest resistant varieties, construction of drip irrigation systems, and the use of stubble mulching, intercropping, agroforestry and crop rotation

• explaining the impact of the interconnections between environmental, economic and technological factors on the yield of a particular crop, such as wheat, rice or maize, in Australia

Students learn about:

the environmental, economic and technological factors that impact agricultural pro Australia and a country in Asia

(AC9HG9K03)

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

Knowing Asia and its diversity

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

Elaborations

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

Inquiring

• Identify, process and evaluate information

Knowing Asia and its diversity

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

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

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

Inquiring

• Identify, process and evaluate information

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

• Draw conclusions and provide reasons

Systems

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

Related content

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

AC9TDE10K04

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K03

Continuum extract

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

• 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

AC9HG9K03

Continuum extract

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

• 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

AC9HG9K03

Continuum extract

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

• 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

AC9HG9K03

Continuum extract

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9K03

Continuum extract

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

AC9HG9K03

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9K03

Continuum extract

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

AC9HG9K03

Continuum extract

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

AC9HG9K03

Continuum extract

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

AC9HG9K04

challenges to sustainable food production and in Australia and appropriate management strategies

•

•

Elaborations

• examining environmental impacts of changes to food production causing a decline in the capacity of the land to provide agricultural products; for example, such as soil erosion, salinity and desertification, shortage of fresh water, competing land uses, and pollution contribute to a decrease in food production

• examining economic and social impacts of changes to food production; for example, competing land uses such as urban and industrial uses, and recreation activities

• examining the impacts of modifications to on the productivity and availability of staple resources for First Nations Australians; for example, reduced access to bush food such as myrrnong (yam daisy) in Victoria or cycads, bunya nuts and wongi plums in northern Australia

• examining management strategies that improve ; for example, efforts to reduce food wastage, government policies or trade barriers

• explaining management strategies that restore the quality or of agriculture in Australia; for example, improving the function of natural and anthropogenic , monitoring land management practices, improving the condition of the soil or building the capability of farmers

• generating ideas for a strategy to expand agricultural production in Australia; for example, market bush food such as herbs and wattle seed, invest in research, support farm innovations or develop the expertise of farmers

Students learn about:

challenges to sustainable food production and food security in Australia and appro

strategies

(AC9HG9K04)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Design

• Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

Futures

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

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

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.

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

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.

Analysing

• Interpret concepts and problems

• Draw conclusions and provide reasons

Understanding ethical concepts and perspectives

• Explore ethical concepts

• Examine values, rights and responsibilities and ethical norms

• Recognise influences on ethical behaviour and perspectives

Analysing

• Interpret concepts and problems

Social awareness

• Community awareness

Analysing

• Interpret concepts and problems

Generating

• Consider alternatives

Social awareness

• Community awareness

Related content

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

AC9TDE10K04

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K04

Continuum extract

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

• 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

AC9HG9K04

Continuum extract

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

• 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

AC9HG9K04

Continuum extract

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

• 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

AC9HG9K04

Continuum extract

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

AC9HG9K04

Continuum extract

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

AC9HG9K04

Continuum extract

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

AC9HG9K04

Continuum extract

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

AC9HG9K04

Continuum extract

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

AC9HG9K04

Continuum extract

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

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HG9K04

Continuum extract

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

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HG9K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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: Recogi ethical behaviour and perspectives

Content description

AC9HG9K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K04

Continuum extract

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HG9K04

Continuum extract

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

AC9HG9K04

Continuum extract

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

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HG9K04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HG9K04

Continuum extract

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

AC9HG9K05

the ways changing transportation and technologies are used to connect people to services, information and people in other places

•

Elaborations

• discussing how access to transportation affects the ways people perceive, use and are connected to specific services or opportunities in a place; for example, flights to travel to capital cities and to international destinations
• identifying and describing how transport and information networks function to connect people to goods and services (for example, from cotton crop to t-shirts or from farm to table), including how supply-chain logistics influence these connections
• discussing how communications infrastructure and networks support people to collaborate; for example, local people working for social sustainability and inclusion such as the Masai in Kenya, Berber in North Africa, San or Kalahari Bushmen in southern Africa, Uyghurs in China, Ainu in Japan, Inuit in Greenland and Yanomami in the Amazon Basin
• interpreting differences in people's access to the internet between and within countries, such as in rural areas across Australia and across the world, including a country of , and explaining how technologies are used to connect people to information, services and other people
• examining how technologies have made it possible for places to provide a range of global business

services, such as businesses operating call centres in India and the Philippines

Students learn about:

the ways changing transportation and technologies are used to connect people to s information and people in other places

(AC9HG9K05)

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

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 .

Engaging with cultural and linguistic diversity

• Develop empathy

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Navigating intercultural contexts

• Respond to biases, stereotypes, prejudices and discrimination

Social awareness

• Empathy

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Social awareness

• Community awareness

Social awareness

• Community awareness

Social management

• Collaboration

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

Inquiring

• Identify, process and evaluate information

Knowing Asia and its diversity

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

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Growing Asia-Australia engagement

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

Resources

Work Samples

WS01 - Geographies of interconnections

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K05

Continuum extract

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

AC9HG9K05

Continuum extract

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

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9HG9K05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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 – Examine cultural perspectives and world views

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

Content description

AC9HG9K05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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 – Respond to biases, stereotypes, prejudices and discrimination

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

Content description

AC9HG9K05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
• apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HG9K05

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K05

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9K05

Continuum extract

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

AC9HG9K05

Continuum extract

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HG9K05

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HG9K05

Continuum extract

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

• 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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K05

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9K05

Continuum extract

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

AC9HG9K05

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9K05

Continuum extract

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

By the end of Year 9, students explain how peoples' activities or environmental processes change the
characteristics of places. They explain the effects of human activity on environments, and the

effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people, and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.

Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.

AC9HG9K05

the ways changing transportation and technologies are used to connect people to services, information and people in other places

AC9HG9K06

the effects on places of people's travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places

AC9HG9K07

the ways that places and people are interconnected with other places through trade in goods and services, at all scales

AC9HG9K08

the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places

AC9HG9S01

develop a range of questions for a geographical inquiry related to a phenomenon or challenge

AC9HG9S02

collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate

AC9HG9S05

develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts

AC9HG9S06

create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings

AC9HG9K06

the effects on places of people's travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places

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•

Elaborations
• discussing the causes of the global growth of tourism and its environmental, economic or social impacts on places
• explaining the impacts of people's cultural and leisure choices on the sustainability of places popular with tourists (for example, visiting Mecca, Vatican City or Varanasi as religious pilgrimages) and predicting how space tourism or the impacts of COVID-19 may affect places
• examining how management plans for national parks, such as Uluru-Kata Tjuta National Park, bring

together cultural and scientific knowledge and experience, and examining governance and past experience to manage the effects of people's cultural and leisure choices
Students learn about:

the effects on places of people's travel, recreational, cultural or leisure choices, and strategies for managing the impacts on these places

(AC9HG9K06)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Design

• Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

Futures

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

Elaborations

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

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop empathy

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

Engaging with cultural and linguistic diversity

• Develop empathy

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

Reflecting

• Transfer knowledge

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.

Resources

Work Samples

WS01 - Geographies of interconnections

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K06

Continuum extract

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

AC9HG9K06

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9K06

Continuum extract

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

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9HG9K06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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 – Examine cultural perspectives and world views

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

Content description

AC9HG9K06

Continuum extract

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

AC9HG9K06

Continuum extract

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

• 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

AC9HG9K06

Continuum extract

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

• 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 – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9HG9K06

Continuum extract

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

• 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 – Examine cultural perspectives and world views

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

Content description

AC9HG9K06

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9HG9K06

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K06

Continuum extract

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

AC9HG9K06

Continuum extract

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

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HG9K06

Continuum extract

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

AC9HG9K07

the ways that places and people are interconnected with other places through trade in goods and services, at all scales

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Elaborations

• discussing some of the products and/or services that businesses in their local area sell to or buy from other places
• examining how and why places are interconnected nationally, regionally and globally through trade in goods and services
• identifying examples of change in interconnections between places and people through trade in goods and/or services over time at the local, national and global scale

Students learn about:

the ways that places and people are interconnected with other places through trade services, at all scales

(AC9HG9K07)

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

Elaborations

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

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Knowing Asia and its diversity

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

Inquiring

• Identify, process and evaluate information

Resources

Work Samples

WS01 - Geographies of interconnections

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K07

Continuum extract

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

AC9HG9K07

Continuum extract

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

AC9HG9K07

Continuum extract

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

AC9HG9K07

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9K07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9K07

Continuum extract

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

AC9HG9K08

**the impacts of the production and consumption of goods on places throughout the world, and
strategies to manage sustainability in these places**

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•

Elaborations
• examining the effects on people, places or environments of mining, farming, forestry or the
production of manufactured goods
• explaining the environmental effects of the production and of consumer products and services on
the places that produce the raw materials, the people who make the products, and the environments
that receive the waste at the end of the products' life; for example, the environmental effects of
an e-waste supply chain from mining, production and sales to waste disposal
• evaluating the environmental, economic and social impacts of the global oil supply chain, from
where the resource is extracted, processed and sold, and how impacts could be sustainably managed in
Australia and in West
• examining a strategy used by local, state or national governments to manage waste in one of
Australia's cities or urban centres, and identifying implications for sustainability (environmental,
economic and social factors)
Students learn about:

the impacts of the production and consumption of goods on places throughout the

strategies to manage sustainability in these places

(AC9HG9K08)
General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Design

• Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

Futures

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

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

Systems

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

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Systems

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

Analysing

• Interpret concepts and problems

• Evaluate actions and outcomes

Reflecting

• Transfer knowledge

Growing Asia-Australia engagement

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

Analysing

• Interpret concepts and problems

• Draw conclusions and provide reasons

Reflecting

• Transfer knowledge

Futures

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

Resources

Work Samples

WS01 - Geographies of interconnections

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9K08

Continuum extract

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

• 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

AC9HG9K08

Continuum extract

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9K08

Continuum extract

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

• 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

AC9HG9K08

Continuum extract

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9K08

Continuum extract

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

• 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

AC9HG9K08

Continuum extract

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

• 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

AC9HG9K08

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 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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HG9K08

Continuum extract

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

AC9HG9K08

Continuum extract

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

AC9HG9K08

Continuum extract

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

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HG9K08

Continuum extract

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

AC9HG9S01

develop a range of questions for a geographical inquiry related to a phenomenon or challenge

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Elaborations

• developing a range of questions to investigate why a geographical phenomenon has changed or why a challenge may arise; for example, "Why is important?", "What are sources of food in Australia?", "How are people, places and environments connected?"

• developing and modifying questions to sharpen the focus of an investigation using concepts or scale of study; for example, "Why is the security and sustainability of food production important at the national scale?", "How can bush food become a sustainable nutritional source of food in Australia?", "How can connections between people, environments and places affect the sustainability of places at the global scale?"

• planning an investigation of a geographical phenomenon or challenge being studied at a range of scales, using ; for example, the diverse types of modified by humans for food and non-food products at a national and global scale, or the different types of connections between people and places at local, national and global scales

Students learn about:

develop a range of questions for a geographical inquiry related to a phenomenon or

(AC9HG9S01)

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

Creating and exchanging

• Plan

Managing and operating

• Select and operate tools

Understanding ethical concepts and perspectives

• Examine values, rights and responsibilities and ethical norms

Resources

Work Samples

WS01 - Geographies of interconnections

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HG9S01

Continuum extract

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

• 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

AC9HG9S01

Learning progression extract

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

AC9HG9S01

Continuum extract

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

AC9HG9S01

Continuum extract

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

Digital Literacy: Creating and exchanging: Plan

Content description

AC9HG9S01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple planning tools to develop and follow a plan to complete individual and collaborative projects
• use project management tools to develop and track a plan to complete individual and collaborative projects

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9HG9S01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HG9S01

Continuum extract

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

By the end of Year 9, students explain how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people, and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.

Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.

AC9HG9K05

the ways changing transportation and technologies are used to connect people to services, information and people in other places

AC9HG9K06

the effects on places of people's travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places

AC9HG9K07

the ways that places and people are interconnected with other places through trade in goods and services, at all scales

AC9HG9K08

the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places

AC9HG9S01

develop a range of questions for a geographical inquiry related to a phenomenon or challenge
AC9HG9S02

collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate
AC9HG9S05

develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts
AC9HG9S06

create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings

AC9HG9S02

collect, represent and compare and information from , including and , using and digital tools as appropriate

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Elaborations

• identifying , including , to collect original materials; for example, comparison of aerial photographs or field sketches over time to document the use or alteration of by people, or surveying peers on their use of the internet or other technologies

• collecting relevant online using targeted criteria; for example, "connections between and deforestation in Bangladesh", "the digital divide and its impacts on people and places in North Korea"

• evaluating primary or for relevance (for example, "Does the information reflect current thinking on sustainable food production?") and reliability (for example, "Who is/are the author/s? Does the author reference other experts or reports in the field of ?")

• creating a presentation of and information using ; for example, a 3D diagram illustrating interactions between an oil spill in coral reefs and resultant decline in aquatic food production; a flow diagram showing the daily activities of a female subsistence farmer in Africa; or a diagram of a mangrove before and after human interactions

• creating visual representations of multi-variable geographical using ; for example, a table to compare the daily consumption of meat per person in developed and developing countries; a complex graph to illustrate the relationship between temperature, precipitation and ; or a cross-section identifying horizons in a soil profile, and the impacts of mining and fracking on agricultural land

• representing spatial of geographical phenomena by constructing special purpose maps that conform to , for example creating a map to show the relationship between and world food production

Students learn about:

collect, represent and compare data and information from primary research method including fieldwork and secondary research materials, using geospatial technologie digital tools as appropriate

(AC9HG9S02)

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
Managing and operating
• Select and operate tools
Inquiring
• Identify, process and evaluate information
Investigating
• Locate information
Inquiring
• Identify, process and evaluate information
Investigating
• Locate information
Investigating
• Interpret data
Managing and operating
• Select and operate tools
Statistics and probability
• Interpreting and representing data
Investigating
• Interpret data
Managing and operating
• Select and operate tools
Statistics and probability
• Interpreting and representing data
Investigating
• Interpret data
Managing and operating
• Select and operate tools
Statistics and probability
• Interpreting and representing data

Related content

This content description can be taught with the following content descriptions from other learning
areas.
AC9M9P03
AC9M9ST02
AC9M9ST03
AC9M9ST04
AC9M9ST05
AC9S9I04
AC9TDI10P01

Resources
Work Samples

WS01 - Geographies of interconnections

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9S02

Continuum extract

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

AC9HG9S02

Learning progression extract

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

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

Comprehension

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9S02

Continuum extract

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

AC9HG9S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9HG9S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Identify, process and evaluate information

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

Content description

AC9HG9S02

Continuum extract

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

AC9HG9S02

Continuum extract

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

Content description

AC9HG9S02

Continuum extract

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

AC9HG9S02

Continuum extract

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

AC9HG9S02

Continuum extract

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9HG9S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9HG9S02

Learning progression extract

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

Collecting, displaying and interpreting numerical data

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

Collecting, displaying, interpreting and analysing numerical data

• poses questions based on variations in continuous numerical data and chooses the appropriate method to collect and record data (e.g. collects information on the heights of buildings or daily temperatures, tabulates the results and represents these graphically; uses a survey to collect primary data or secondary data extracted from census data)
• uses numerical and graphical representations relevant to the purpose of the collection of the data and explains their reasoning (e.g. "I can't use a frequency histogram for categorical data because there is no numerical connection between the categories"; converts their data to percentages in order to compare the girls' results to those of the boys, as the total number of boys and girls who participated in the survey was different)
• determines and calculates the most appropriate statistic to describe the spread of data (e.g. when creating an infographic, uses the mean of the data to describe household income and the median of the data for house prices)
• calculates simple descriptive statistics such as mode, mean or median as measures to represent typical values of a distribution (e.g. describes the mean kilojoule intake and median hours of exercise of a sample population when investigating community health and wellbeing; describes central tendency when analysing road safety statistics)

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

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

Interpreting graphical representations

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

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

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

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

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

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

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

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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HG9S02

Continuum extract

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

• analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9HG9S02

Continuum extract

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

• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks

• troubleshoot common problems and automate repetitive tasks

• select and operate advanced and emerging digital tools confidently

• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

Learning progression extract

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

Collecting, displaying, interpreting and analysing numerical data

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

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

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

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

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

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

Interpreting graphical representations

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

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

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

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

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

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

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

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

Sampling

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

• determines what type of sample to use from a population (e.g. decides to use a representative

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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HG9S02

Continuum extract

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9HG9S02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9HG9S02

Learning progression extract

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

Collecting, displaying, interpreting and analysing numerical data

• poses questions based on variations in continuous numerical data and chooses the appropriate method to collect and record data (e.g. collects information on the heights of buildings or daily temperatures, tabulates the results and represents these graphically; uses a survey to collect primary data or secondary data extracted from census data)
• uses numerical and graphical representations relevant to the purpose of the collection of the data and explains their reasoning (e.g. "I can't use a frequency histogram for categorical data because there is no numerical connection between the categories"; converts their data to percentages in order to compare the girls' results to those of the boys, as the total number of boys and girls who participated in the survey was different)
• determines and calculates the most appropriate statistic to describe the spread of data (e.g. when creating an infographic, uses the mean of the data to describe household income and the median of the data for house prices)
• calculates simple descriptive statistics such as mode, mean or median as measures to represent typical values of a distribution (e.g. describes the mean kilojoule intake and median hours of exercise of a sample population when investigating community health and wellbeing; describes central tendency when analysing road safety statistics)
• compares the usefulness of different representations of the same data (e.g. chooses to use a line graph to illustrate trends, a bar graph to compare the living standards of different economies and a histogram to show income distribution)

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

Interpreting graphical representations

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

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

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

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

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

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

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

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

Sampling

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

• determines what type of sample to use from a population (e.g. decides to use a representative sample when conducting targeted market research or when researching beliefs about a health-related issue)

• makes reasonable statements about a population based on evidence from samples (e.g. considers accuracy of representation of marginalised individuals or population groups)

• plans, executes and reports on sampling-based investigations, taking into account validity of methodology and consistency of data, to answer questions formulated by the student

AC9HG9S03

evaluate geographical and information to make generalisations and predictions, explain patterns and trends and infer relationships

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Elaborations

• making generalisations about trends; for example, using questionnaires or interviews to identify people's perspectives on live food fish trade in Australia or people's access to the internet in the local area

• explaining a pattern; for example, using the current Global Hunger Index and the updated Food and Agricultural Organization's Low-Income Food-Deficit Countries (LIFDCs) to identify of food scarcity and malnutrition, or comparing maps showing transport networks with survey responses on personal mobility

• explaining relationships between causes and impacts of factors represented in ; for example, the impact of the use of Global Positioning System (GPS) and Geographic Information Systems (GIS) on the way farmers control the dispersion of fertilisers and pesticides to produce higher yields and limit run-off, or the effects of the use of GPS to construct maps on how tourists use different transport systems to visits popular places in Australia

Students learn about:

evaluate geographical data and information to make generalisations and predictions and trends and infer relationships

(AC9HG9S03)

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 .

Investigating

• Interpret data

Statistics and probability

• Interpreting and representing data

Investigating

• Interpret data

Number sense and algebra

• Proportional thinking

Statistics and probability

• Interpreting and representing data

Investigating

• Interpret data

Statistics and probability

• Interpreting and representing data

Related content

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

AC9E9LY05

AC9TDI10P02

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HG9S03

Continuum extract

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

AC9HG9S03

Continuum extract

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

Literacy: Reading and viewing: Understanding texts

Content description

AC9HG9S03

Learning progression extract

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

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

Comprehension

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

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style

• analyses the cumulative impact of use of language features and vocabulary across texts

• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")

• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts

• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts

• uses lexical cues to interpret unfamiliar vocabulary

• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HG9S03

Continuum extract

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

• analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions

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

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9HG9S03

Learning progression extract

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

Collecting, displaying, interpreting and analysing numerical data

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

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

• determines and calculates the most appropriate statistic to describe the spread of data (e.g. when

creating an infographic, uses the mean of the data to describe household income and the median of the data for house prices)
• calculates simple descriptive statistics such as mode, mean or median as measures to represent typical values of a distribution (e.g. describes the mean kilojoule intake and median hours of exercise of a sample population when investigating community health and wellbeing; describes central tendency when analysing road safety statistics)
• compares the usefulness of different representations of the same data (e.g. chooses to use a line graph to illustrate trends, a bar graph to compare the living standards of different economies and a histogram to show income distribution)
• describes the spread of a data distribution in terms of the range, clusters, skewness and symmetry of the graphical display, and determines and makes connections to the mode, median and mean of the data

Interpreting graphical representations

• uses features of graphical representations to make predictions (e.g. predicts audience numbers based on historical data; interprets a range of graphs to identify possible trends and make predictions such as economic growth, stock prices, interest rates, population growth)
• summarises data using fractions, percentages and decimals (e.g. 2 3 \frac23 3 2 ∎ of a class live in the same suburb; represents road safety and sun safety statistics as a percentage of the Australian population)
• explains that continuous variables depicting growth or change often vary over time (e.g. creates growth charts to illustrate impacts of financial decisions; describes patterns in inflation rates, employment rates, migration rates over time; represents changes to fitness levels following the implementation of a personal fitness plan; interprets temperature charts)
• interprets graphs depicting motion such as distance–time and velocity–time graphs
• interprets and describes patterns in graphical representations of data from real-life situations such as the motion of a rollercoaster, flight trajectory of a basketball shot and the spread of disease
• investigates the association of 2 2 2 numerical variables through the representation and interpretation of bivariate data (e.g. uses scatter plots to represent bivariate data when investigating the relationship between 2 2 2 variables, such as income per capita, population density and life expectancy for different socio-economic groups)
• investigates, represents and interprets time series data (e.g. interrogates a time series graph showing the change in costs over time; uses a maximum daily temperature chart to determine the average temperature for the month)
• interprets the impact of changes to data (e.g. recognises the impact of outliers on a data set such as the income of a world-class professional athlete on the average income of players at the state/territory level; uses digital tools to enhance the quality of data in a science investigation)

Sampling

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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HG9S03

Continuum extract

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

Numeracy: Number sense and algebra: Proportional thinking

Content description

AC9HG9S03

Learning progression extract

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

Using ratios and rates

• uses a ratio to create, increase or decrease quantities to maintain a given proportion (e.g. creates mixtures such as adhesives, finishes, salad dressings; scales a recipe up or down; makes 100 100 1 0 0 litres of cordial given instructions for making 5 5 5 litres using one part cordial to 6 6 6 parts water)

• uses rates to determine how quantities change (e.g. when travelling at a constant speed of 60 60 6 0 km/h, determines the distance travelled in 30 30 3 0 minutes; uses price rate of change to measure the direction and speed of a financial trend, such as an upward momentum in stock prices; compares the effect of different frame rates, frames per second, when producing a slow-motion sequence)

Proportionality and the whole

• determines the whole given a percentage (e.g. given 20 20 2 0 % is 13 13 1 3 millilitres, determines the whole is 65 65 6 5 millilitres; given 20 20 2 0 % is 1300 1300 1 3 0 0 kilojoules, determines the whole is 6500 6500 6 5 0 0 kilojoules when calculating the amount of energy consumed as part of a daily recommended intake)

• identifies the common unit rate to compare rates expressed in different units (e.g. calculates best buys; compares the relative speed of 2 2 2 vehicles)

• identifies, compares, represents and solves problems involving different rates in real world contexts (e.g. measures heart rate and breathing rate to monitor the body's reaction to a range of physical activities)

• determines the equivalence between 2 2 2 rates or ratios by expressing them in their simplest form

• describes how the proportion is preserved when using a ratio (e.g. uses the ratio 1 : 4 : 15 1:4:15 1 : 4 : 1 5 for the composition of silver, copper and gold to determine the mass of copper in a rose gold ring that weighs 8 8 8 grams; applies an aspect ratio when resizing images of an artwork such as if the aspect ratio is 3 : 2 3:2 3 : 2 then a picture that is 600 600 6 0 0 pixels wide would be 400 400 4 0 0 pixels tall)

Applying proportion

• recognises that percentages can be greater than 100 100 1 0 0 % (e.g. the entry price to the show has gone up from $ 20 \$20 $ 2 0 last year to $ 25 \$25 $ 2 5 this year, that's 125 125 1 2 5 % of last year's price; examines food labels and nutritional tables to determine whether the percentage a fast food meal exceeds a recommended daily intake for sugar/fats)

• uses common fractions and decimals for proportional increase or decrease of a given amount

• increases and decreases quantities by a percentage and expresses a percentage increase or decrease using a multiplier (e.g. calculates 70 70 7 0 % or 0.7 0.7 0 . 7 of the original marked price to apply a 30 30 3 0 % discount; multiplies by 1.03 1.03 1 . 0 3 when predicting a 3 3 3 % future capital gain; calculates percentage increase or decrease in international migration in Australia)

• models situations uses percentages, rates and ratios (e.g. calculates interest payable on loans; compares taxation rates and the effect of a pay increase on how much annual income tax is payable; mixes chemical solutions using ratios; uses Mendelian inheritance to predict the ratio of offspring genotypes and phenotypes in monohybrid crosses)

• identifies and interprets situations where direct proportion is involved (e.g. hours worked and payment received; increase in income and increase in demand for branded products; increasing the mass will increase the force provided that acceleration remains constant)

• identifies and interprets situations where inverse proportion is involved (e.g. number of people working on a job and time taken to complete the job; speed and time taken to travel recognising that travelling at a greater speed will mean the journey takes less time; decrease in price and increase in demand)

• uses ratio and scale factors to enlarge or reduce the size of objects (e.g. interprets the scale used on a map and determines the real distance between 2 2 2 locations; draws engineering drawings to scale)

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9HG9S03

Learning progression extract

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

Collecting, displaying, interpreting and analysing numerical data

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

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

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

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

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

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

Interpreting graphical representations

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

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

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

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

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

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

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

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

Sampling

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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HG9S03

Continuum extract

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

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9HG9S03

Learning progression extract

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

Collecting, displaying, interpreting and analysing numerical data

• poses questions based on variations in continuous numerical data and chooses the appropriate method to collect and record data (e.g. collects information on the heights of buildings or daily temperatures, tabulates the results and represents these graphically; uses a survey to collect primary data or secondary data extracted from census data)
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• determines and calculates the most appropriate statistic to describe the spread of data (e.g. when creating an infographic, uses the mean of the data to describe household income and the median of the data for house prices)
• calculates simple descriptive statistics such as mode, mean or median as measures to represent typical values of a distribution (e.g. describes the mean kilojoule intake and median hours of exercise of a sample population when investigating community health and wellbeing; describes central tendency when analysing road safety statistics)
• compares the usefulness of different representations of the same data (e.g. chooses to use a line graph to illustrate trends, a bar graph to compare the living standards of different economies and a histogram to show income distribution)
• describes the spread of a data distribution in terms of the range, clusters, skewness and symmetry of the graphical display, and determines and makes connections to the mode, median and mean of the data

Interpreting graphical representations

• uses features of graphical representations to make predictions (e.g. predicts audience numbers based on historical data; interprets a range of graphs to identify possible trends and make predictions such as economic growth, stock prices, interest rates, population growth)
• summarises data using fractions, percentages and decimals (e.g. $\frac{2}{3}$ ▪ of a class live in the same suburb; represents road safety and sun safety statistics as a percentage of the Australian population)

- explains that continuous variables depicting growth or change often vary over time (e.g. creates growth charts to illustrate impacts of financial decisions; describes patterns in inflation rates, employment rates, migration rates over time; represents changes to fitness levels following the implementation of a personal fitness plan; interprets temperature charts)
- interprets graphs depicting motion such as distance–time and velocity–time graphs
- interprets and describes patterns in graphical representations of data from real-life situations such as the motion of a rollercoaster, flight trajectory of a basketball shot and the spread of disease
- investigates the association of 2 2 2 numerical variables through the representation and interpretation of bivariate data (e.g. uses scatter plots to represent bivariate data when investigating the relationship between 2 2 2 variables, such as income per capita, population density and life expectancy for different socio-economic groups)
- investigates, represents and interprets time series data (e.g. interrogates a time series graph showing the change in costs over time; uses a maximum daily temperature chart to determine the average temperature for the month)
- interprets the impact of changes to data (e.g. recognises the impact of outliers on a data set such as the income of a world-class professional athlete on the average income of players at the state/territory level; uses digital tools to enhance the quality of data in a science investigation)

Sampling

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

AC9HG9S04

evaluate and information to justify conclusions

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-

Elaborations

- drawing conclusions about the impact of a geographical challenge on people, places and environments; for example, investigating the causes of a decline in food species, its impacts on and the establishment of the Svalbard Global Seed Vault, or the effects of cyberattacks on technological interconnections and implementation of international laws related to cyber security
- justifying conclusions by reflecting on perspectives identified and reasons for these perspectives; for example, considering environmental, economic and social factors when challenging disappearing arable land converted from food production to non-food crops, or promoting ecotourism that impacts on people and places

Students learn about:

evaluate data and information to justify conclusions

(AC9HG9S04)

General capabilities and cross-curriculum priorities

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

Reading and viewing

- Understanding texts

Futures

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

Elaborations

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

Analysing

• Draw conclusions and provide reasons

Understanding ethical concepts and perspectives

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

Reflecting

• Transfer knowledge

Understanding ethical concepts and perspectives

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HG9S04

Learning progression extract

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

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

Comprehension

• reads and views highly complex texts (see Text complexity)
• interprets symbolism in texts, providing evidence to justify interpretation
• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
• analyses the credibility and validity of primary and secondary sources
• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HG9S04

Continuum extract

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

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explore

Content description

AC9HG9S04

Continuum extract

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

• 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: Exami responsibilities and ethical norms

Content description

AC9HG9S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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: Recog ethical behaviour and perspectives

Content description

AC9HG9S04

Continuum extract

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

AC9HG9S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HG9S04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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: Exami responsibilities and ethical norms

Content description

AC9HG9S04

Continuum extract

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

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HG9S04

Continuum extract

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

AC9HG9S05

develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts

•

•

Elaborations

• proposing individual action and supporting the proposal with reasons; for example, reducing food wastage or reducing negative environmental impacts when visiting theme parks or national parks
• proposing collective action and supporting the proposal with reasons; for example, organisations that work to end hunger and improve , or improve labour practices and increase wages for people working to produce goods exported to other countries
• evaluating the effectiveness of a strategy in relation to environmental, economic or social criteria; for example, examining factors likely to impact on achieving Goal 2 of the Sustainable Development Goals – Ending global hunger by 2030 or monitoring the extent that a management plan for a national park is implemented
• explaining the outcomes and impacts of a strategy, such as providing people with adequate and quality food that is acceptable in different cultures, or reducing the global movement of hazardous waste between countries
• reflecting on the influence of personal and attitudes on predicted outcomes and impacts; for example, how preferring to buy locally produced food reduces food miles and greenhouse gases, or how reducing, recycling and reusing goods contributes to a more sustainable environment
Students learn about:

develop and evaluate strategies using environmental, economic or social criteria; re strategy and explain the predicted impacts

(AC9HG9S05)

General capabilities and cross-curriculum priorities

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

Analysing

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

Generating

• Consider alternatives

Reflecting

• Transfer knowledge

Social awareness

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

• Empathy
Social management

• Leadership
Social management

• Collaboration

• Leadership
Understanding ethical concepts and perspectives

• Explore ethical concepts

• Examine values, rights and responsibilities and ethical norms

• Recognise influences on ethical behaviour and perspectives
Social management

• Leadership
Understanding ethical concepts and perspectives

• Explore ethical concepts

• Examine values, rights and responsibilities and ethical norms

• Recognise influences on ethical behaviour and perspectives
Related content
This content description can be taught with the following content descriptions from other learning areas.
AC9M9M05
Resources
Work Samples
WS01 - Geographies of interconnections
Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9HG9S05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.

• 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
AC9HG9S05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.

• 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
AC9HG9S05

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 and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HG9S05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HG9S05

Continuum extract

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

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HG9S05

Continuum extract

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

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HG9S05

Continuum extract

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

Snapshot – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9HG9S05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process

- propose, implement and evaluate strategies to address needs at local, regional, national or global levels

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HG9S05

Continuum extract

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

Personal and Social capability: Social management: Leadership

Content description

AC9HG9S05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process
- propose, implement and evaluate strategies to address needs at local, regional, national or global levels

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HG9S05

Continuum extract

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

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HG9S05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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: Recogi ethical behaviour and perspectives

Content description

AC9HG9S05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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 – Leadership
Personal and Social capability: Social management: Leadership

Content description

AC9HG9S05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process
• propose, implement and evaluate strategies to address needs at local, regional, national or global levels

Snapshot – Explore ethical concepts
Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HG9S05
Continuum extract

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

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

Content description

AC9HG9S05
Continuum extract

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

Snapshot – Recognise influences on ethical behaviour and perspectives
Ethical Understanding: Understanding ethical concepts and perspectives: Recogn ethical behaviour and perspectives

Content description

AC9HG9S05
Continuum extract

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

AC9HG9S06

create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings

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Elaborations

• developing a response using geographical concepts and terms; for example, strategies to improve the sustainability of a place or environment
• creating a description, using representations of (for example, using maps to illustrate the major terrestrial of Australia and photographs to show their impacts on people and places) and research findings (for example, using diagrams, graphs, tables and/or satellite images to show how environmental, economic or technological factors affect crop yields)
• creating an explanation that applies tone appropriate to the audience; such as reducing food wastage, or developing a management plan for a tourist hot spot, in an authoritative tone and reasoned

Students learn about:

create descriptions, explanations and responses, using geographical knowledge an as appropriate, and concepts and terms that incorporate and acknowledge research

(AC9HG9S06)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Create, communicate and collaborate
• Respect intellectual property

Reading and viewing

• Understanding texts

Speaking and listening

• Interacting

Writing

• Creating texts

Elaborations

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

Social management

• Communication

Analysing

• Draw conclusions and provide reasons

Creating and exchanging

• Create, communicate and collaborate

Analysing

• Draw conclusions and provide reasons

Social awareness

• Empathy

Related content

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

AC9E9LY06
AC9E9LY07

Resources

Work Samples

WS01 - Geographies of interconnections

Snapshot – Create, communicate and collaborate

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

Content description

AC9HG9S06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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 – Respect intellectual property

Digital Literacy: Creating and exchanging: Respect intellectual property

Content description

AC9HG9S06

Continuum extract

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

• respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols

• respect intellectual property by identifying and applying practices that meet legal and ethical obligations, referencing conventions, copyright and trademark protocols

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HG9S06

Learning progression extract

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

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

Comprehension

• reads and views highly complex texts (see Text complexity)
• interprets symbolism in texts, providing evidence to justify interpretation
• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
• analyses the credibility and validity of primary and secondary sources
• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9HG9S06

Learning progression extract

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

AC9HG9S06

Learning progression extract

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

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")

Crafting ideas

• creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities

• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)

• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)

• uses evidence and references

• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

• maintains tone appropriate to the audience

• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

• uses complex abstractions (e.g. "economic", "sociocultural")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9HG9S06

Continuum extract

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

• 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

AC9HG9S06

Continuum extract

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

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

• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Create, communicate and collaborate

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

Content description

AC9HG9S06

Continuum extract

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

• 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 – Draw conclusions and provide reasons

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

Content description

AC9HG9S06
Continuum extract

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

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HG9S06
Continuum extract

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