(no-code)

investigate the physical conditions of a and analyse how the growth and survival of living things is affected by changing physical conditions

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Elaborations

• identifying the physical conditions in an aquatic or terrestrial and how they change over time
• investigating how changes to physical conditions such as salinity, soil type, sunlight or temperature affect plant growth
• examining how changes in physical conditions such as temperature, light availability and rainfall affect animals, such as corals, honey bees or flying foxes, and predict impacts of these changes
• investigating changes in physical conditions that are the result of human activity and exploring the impact of these on living things, such as the impact of urban lighting on nocturnal and migratory animals
• investigating the effect of physical conditions on the growth of bread mould colonies in sealed plastic bags
• recognising that environmental conditions can affect stages of life, such as ponds drying up, seeds requiring water to germinate, or temperatures being too hot or cold for eggs to hatch
• investigating First Nations Australians' knowledges and understandings of the physical conditions necessary for the survival of certain plants and animals

Students learn to:

investigate the physical conditions of a habitat and analyse how the growth and sur things is affected by changing physical conditions

(AC9S6U01)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities

Inquiring

• Identify, process and evaluate information

Systems

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

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

Systems

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

Inquiring

• Identify, process and evaluate information

Systems

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

Analysing

• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Systems

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

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Systems

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

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

Inquiring

• Identify, process and evaluate information

Systems

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

Inquiring

• Identify, process and evaluate information

Systems

• 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.

Country/Place

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

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.

AC9TDE6K03

Resources

Work Samples

WS01 - Mouldy bread

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S6U01

Continuum extract

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

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U01

Continuum extract

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

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U01

Continuum extract

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9S6U01

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U01

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S6U01

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U01

Continuum extract

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Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U01

Continuum extract

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Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U01

Continuum extract

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

Resource – WS01 - Mouldy bread

By the end of Year 6 students explain how changes in physical conditions affect living things. They model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth. They identify the role of circuit components in the transfer and transformation of electrical energy. They classify and compare reversible and irreversible changes to substances. They explain why science is often collaborative and describe different individuals' contributions to scientific knowledge. They describe how individuals and communities use scientific knowledge.

Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings.

AC9S6U01

investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions

AC9S6H02

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions

AC9S6I01

pose investigable questions to identify patterns and test relationships and make reasoned predictions

AC9S6I02

plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place

AC9S6I03

use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate

AC9S6I04

construct and use appropriate representations, including tables, graphs and visual or physical

models, to organise and process data and information and describe patterns, trends and relationships

AC9S6I06

write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate

AC9S6U02

describe the movement of Earth and other planets relative to the sun and how Earth's tilt, rotation on its axis and revolution around the sun relate to cyclic phenomena, including day and night length

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Elaborations

• exploring of the solar such as a pocket solar to appreciate the distances and between the sun and planets
• recognising the role of gravity in keeping the planets in orbit around the sun
• using 3-dimensional or role-play to how Earth's rotation on its axis causes day and night
• using virtual or real-time views of Earth from space to explore why different regions on Earth, such as the South Pole, experience long periods of sunlight or darkness over the cycle of one revolution of Earth around the sun
• using 3-dimensional to explore how the tilt of Earth points one hemisphere towards the sun and the other away at different times of the year, and predicting how this affects the amount of sunlight on the surface of different regions on Earth
• researching First Nations Australians' understandings of the night sky and its use for timekeeping purposes as evidenced in oral cultural records, rock paintings, paintings and stone arrangements

Students learn to:

describe the movement of Earth and other planets relative to the sun and model how rotation on its axis and revolution around the sun relate to cyclic observable pheno variable day and night length

(AC9S6U02)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Understanding geometric properties
• Understanding units of measurement

Elaborations

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

Inquiring

• Identify, process and evaluate information

Number sense and algebra

• Number and place value

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Speaking and listening

• Speaking

Reading and viewing

• Understanding texts

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

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

Country/Place

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

Related content

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

AC9M6M04

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S6U02

Continuum extract

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

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U02

Continuum extract

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

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

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

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

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

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

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

Snapshot – Understanding geometric properties

Numeracy: Measurement and geometry: Understanding geometric properties

Content description

AC9S6U02

Learning progression extract

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

Properties of shapes and object

• identifies, names and classifies two-dimensional shapes according to their side and angle properties (e.g. describes a square as a regular rectangle)
• identifies key features of shapes (e.g. explains that quadrilaterals have 2 2 2 diagonals however they are not always equal in length)
• aligns three-dimensional objects to their two-dimensional nets
• identifies the relationship between the number of faces, edges and the number of vertices of a three-dimensional object (e.g. uses a table to list the number of faces, edges and vertices of common three-dimensional objects and identifies the relationships in the data)

Transformations

• identifies that shapes can have rotational symmetry (e.g. "this drawing of a flower is symmetrical as I can spin it around both ways and it always looks exactly the same")
• creates symmetrical designs using a range of shapes and identifies the type of symmetry as appropriate (e.g. uses symmetry as a stimulus for choreographing a dance; analyses the symmetrical qualities, shapes and lines in examples of Islamic art)
• creates tessellating patterns with common shapes, deciding which will tessellate and which will not by referring to their sides and angles

Angles

• estimates, compares and constructs angles (e.g. uses a ruler and protractor to construct a 45■ angle; compares the size of angles in the environment and estimates their size)
• describes angles in the environment according to their size as acute, obtuse, right, straight, reflex or a revolution and identifies them in shapes and objects (e.g. identifies slope as angles in the environment such as the ramp outside of the school block)

Properties of shapes and objects

• classifies three-dimensional objects according to their properties (e.g. describes the difference between a triangular prism and a triangular pyramid)
• creates two-dimensional nets for pyramids and prisms

Transformations

• uses combinations of reflecting, translating and rotating shapes to describe and create patterns and solve problems
• identifies tessellations used in the environment and explains why some combinations of shapes will tesselate while others will not (e.g. tiling a wall using a combination of different shaped tiles; exploring regular and semi-regular tessellations in architectural design)
• explains the result of changing critical and non-critical properties of shapes (e.g. "if I enlarge a square, it’s still a square, or if I rotate a square, it remains a square, but if I change the length of one of its sides, it’s no longer a square")

Angles

• identifies supplementary and complementary angles and uses them to solve problems
• identifies that angles at a point add to 360 360 3 6 0 ° and that vertically opposite angles are equal and reasons to solve problems

Properties of shapes and objects

• investigates and uses reasoning to explain the properties of a triangle (e.g. explains why the longest side is always opposite the largest angle in a triangle; recognises that the combined length of 2 2 2 sides of a triangle must always be greater than the length of the third side)
• uses relevant properties of common geometrical shapes to determine unknown lengths and angles

Transformations

• enlarges and reduces shapes according to a given scale factor and explains what features change and what stay the same (e.g. says ‘when I double the dimensions of the rectangle, all of the lengths are twice as long as they were, but the size of the angles stay the same)
• applies angle properties to solve problems that involve the transformation of shapes and objects and how they are used in practice (e.g. determines which shapes tessellate)

Angles

• uses angle properties to identify perpendicular and parallel lines (e.g. develops a computer-aided design drawing involving the creation of parallel and perpendicular lines)
• demonstrates that the angle sum of a triangle is 180 180 1 8 0 ■ and uses this to solve problems
• identifies interior angles in shapes to calculate angle sum
• uses angle properties to identify and calculate unknown angles in familiar two-dimensional shapes

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S6U02

Learning progression extract

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

Using metric units

• calculates perimeter using properties of two-dimensional shapes to determine unknown lengths
• measures and calculates the area of different shapes using metric units and a range of strategies

Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Converting units

• converts between metric units of measurement of the same attribute (e.g. converts centimetres into millimetres by multiplying by 10 10 1 0 ; uses the consistent naming of metric prefixes to convert between adjacent units)
• describes and uses the relationship between metric units of measurement and the base- 10 10 1 0 place value system to accurately measure and record measurements using decimals

Using metric units and formulas

• establishes and uses formulas and metric units for calculating the area of rectangles and triangles

Angles as measures of turn

• measures and uses key angles (45 45 4 5 ■, 90 90 9 0 ■, 180 180 1 8 0 ■, 360 360 3 6 0 ■) to define other angles according to their size (e.g. measures a right angle to be 90■ and uses this to determine if 2 2 2 lengths are perpendicular)

Using metric units and formulas

• establishes and uses formulas for calculating the area of parallelograms, trapeziums, rhombuses and kites
• establishes and uses formulas for calculating the volume and surface area of a range of right prisms

Circle measurements

• informally estimates the circumference of a circle using the radius or diameter
• establishes the relationship between the circumference and the diameter of a circle as the constant π \pi π
• calculates the circumference and the area of a circle using π \pi π and a known diameter or radius

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U02

Continuum extract

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

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

Snapshot – Number and place value

Numeracy: Number sense and algebra: Number and place value

Content description

AC9S6U02

Learning progression extract

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

Numeral recognition and identification

• identifies, reads, writes and interprets numerals beyond 1000 1000 1 0 0 0 applying knowledge of place value, including numerals that contain a zero (e.g. reads 1345 1345 1 3 4 5 as one thousand, 3 3 3 hundred and 45 45 4 5 ; reads one thousand and 15 15 1 5 and writes as 1015 1015 1 0 1 5 ; compares the size of populations of schools, suburbs, cities and ecosystems or the cost of items in shopping catalogues)

Place value

• represents, flexibly partitions and renames four-digit numbers into standard and non-standard place value partitions (e.g. uses grid paper to show the size of each digit in 2202 2202 2 2 0 2 ; renames 5645 5645 5 6 4 5 as 3645 3645 3 6 4 5 and 2000 2000 2 0 0 0 in order to subtract 1998 1998 1 9 9 8)

• estimates and rounds natural numbers to the nearest 10 10 1 0 or nearest 100 100 1 0 0 (e.g. pencils come in a pack of 10 10 1 0 , so estimates the number of packs required for 127 127 1 2 7 Year 6 6 6 students; to check the reasonableness of their solution to the computation 212 + 195 212 + 195 2 1 2 + 1 9 5 , rounds both numbers to 200 200 2 0 0)

• represents and names tenths as one out of 10 10 1 0 equal parts of a whole (e.g. uses a bar model to represent the whole and its parts; uses a straw that has been cut into 10 10 1 0 equal pieces to demonstrate that one piece is one-tenth of a whole straw and 2 2 2 pieces are two-tenths of the whole straw)

• represents and names one-tenth as its decimal equivalent (e.g. 0.1 0.1 0 . 1 , zero point one)

• extends the place value system to tenths

Numeral recognition and identification

• identifies, reads and writes numerals, beyond 4 4 4 digits in length, with spacing after every 3 3 3 digits (e.g. 10 10 1 0 204 204 2 0 4 , 25 25 2 5 000 000 0 0 0 000 000 0 0 0 ; 12 12 1 2 230.25 230.25 2 3 0 . 2 5 ; reads 152 152 1 5 2 450 450 4 5 0 as "one hundred and 52 52 5 2 thousand 4 4 4 hundred and 50 50 5 0 "; compares the size of populations for different countries or the cost of expensive items with an advertised selling price in the millions)

• identifies, reads and writes decimals to one and 2 2 2 decimal places (e.g. reads 4.75 4.75 4 . 7 5 as "four point seven five" or 4 4 4 and 75 75 7 5 hundredths; writes 4 4 4 dollars and 5 5 5 cents as $ 4.05 \$4.05 $ 4 . 0 5)

Place value

• estimates and rounds natural numbers to the nearest 10 thousand, thousand etc. recognising the multiplicative relationships between the place value of the digits (e.g. estimates the crowd numbers at a football match; says that the $ 9863 \$9863 $ 9 8 6 3 raised at a charity event was close to $ 10 \$10 $ 1 0 000 000 0 0 0 ; recognises that 200 years is 10 times as large as 20 years, and applies this to environmental change)

• explains that the place value names for decimal numbers relate to the ones place value

• explains and demonstrates that the place value system extends beyond tenths to hundredths, thousandths … (e.g. uses decimals to represent part units of measurement for length, mass, capacity and temperature)

• represents, compares, orders and interprets decimals up to 2 2 2 decimal places (e.g. constructs a number line to include decimal values between zero and one, when asked "which is greater 0.19 0.19 0 . 1 9 or 0.2 0.2 0 . 2 ?", responds " 0.2 0.2 0 . 2 " ; interprets and compares measurements such as the temperature on different days or the change in height of a growing plant observed and recorded during science investigations)

• rounds decimals to the nearest natural number in order to estimate answers (e.g. estimates the length of material needed by rounding up the measurement to the nearest natural number)

Numeral recognition and identification

• identifies, reads, writes and interprets decimal numbers applying knowledge of the place value periods of tenths, hundredths and thousandths and beyond

Place value

• compares the size of decimals to other numbers including natural numbers and decimals expressed to different numbers of places (e.g. selects 0.35 0.35 0 . 3 5 as the greatest number from the set 0.2 , 0.125 , 0.35 0.2, 0.125, 0.35 0 . 2 , 0 . 1 2 5 , 0 . 3 5 ; explains that 2 2 2 is greater than 1.845 1.845 1 . 8 4 5)

• describes the multiplicative relationship between the adjacent positions in place value for decimals (e.g. understands that 0.2 0.2 0 . 2 is 10 10 1 0 times as great as 0.02 0.02 0 . 0 2 and that 100 100 1 0 0 times 0.005 0.005 0 . 0 0 5 is 0.5 0.5 0 . 5)

• compares and orders decimals greater than one including those expressed to an unequal number of places (e.g. compares the heights of students in the class that are expressed in metres such as 1.6 1.6 1 . 6 m is taller than 1.52 1.52 1 . 5 2 m; correctly orders the numbers 1.4 1.4 1 . 4 , 1.375 1.375 1 . 3 7 5 and 2.15 2.15 2 . 1 5 from least to greatest)

• rounds decimals to one and 2 decimal places for a purpose

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U02

Continuum extract

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

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

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

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

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U02

Continuum extract

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

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

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

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

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9S6U02

Learning progression extract

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

Crafting ideas

• creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)

• uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture

got a prize.") (see Grammar)
• adjusts register according to purpose and audience
• elaborates on ideas using a short sequence of sentences
• incorporates learnt content into spoken text
• sequences ideas and events appropriately
• uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
• varies volume and intonation to suit purpose and audience
• plans and delivers spoken presentations using appropriate structure and language
• includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

• experiments with vocabulary drawn from a variety of sources
• uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
• uses a range of vocabulary to indicate connections (e.g. consequences)
• uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

• creates detailed spoken texts on a broad range of learning area topics
• includes details and elaborations to expand ideas
• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
• rehearses spoken text to accommodate time and technology
• controls tone, volume, pitch and pace to suit content and audience
• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
• uses some rhetorical devices (e.g. "don’t you agree?")

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
• organises more complex ideas or concepts logically, selecting details to accentuate key points
• speaks audibly and coherently to a less familiar audience for a sustained period
• shows increasing awareness of audience by moderating length, content and delivery of spoken texts
• adjusts register according to purpose and audience
• does research to prepare spoken texts
• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
• uses language creatively (e.g. "the moon shines bravely")
• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
• consistently uses a range of synonyms to add variety and precision to spoken text
• uses abstractions (e.g. "freedom", "fairness")

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S6U02

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

• identifies language features used to present opinions or points of view
• skims and scans texts for key words to track the development of ideas
• uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S6U02

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U02

Continuum extract

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

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

Snapshot – Develop multiple perspectives

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

Content description

AC9S6U02

Continuum extract

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

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

AC9S6U03

investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, and

•

Elaborations

• identifying necessary components for an electric circuit such as a source of electrical energy and conducting such as metal wires
• constructing a real or virtual circuit to examine requirements to allow the flow of electricity, including exploring the construction and role of switches
• constructing of electrical circuits and their components using accepted conventions
• examining the purpose of different components such as switches and bulbs and exploring use of ammeters to measure current
• investigating different electrical and and examining why they may be used
• exploring how electricity is used in the home and identifying electrical hazards and safety measures used to mitigate these hazards

Students learn to:

investigate the transfer and transformation of energy in electrical circuits, including circuit components, insulators and conductors

(AC9S6U03)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities

Inquiring

• Identify, process and evaluate information

Elaborations

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

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Creating and exchanging

• Plan

Managing and operating

• Select and operate tools

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Related content

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

AC9TDE6K02

AC9TDI6K04

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S6U03

Continuum extract

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

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U03

Continuum extract

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

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

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

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

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U03

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U03

Continuum extract

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

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9S6U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use familiar digital tools to develop and follow a basic plan to complete a task
• select and use digital tools to develop and follow a plan to complete individual tasks and group projects
• use simple planning tools to develop and follow a plan to complete individual and collaborative projects

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9S6U03

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U03

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S6U03

Continuum extract

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

• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

AC9S6U04

compare reversible changes, including dissolving and changes of state, and irreversible changes, including cooking and rusting that produce new substances

•

Elaborations

• discussing what makes a change reversible or irreversible, using everyday examples
• examining the substances produced in cooking and rusting and comparing them with the original substances
• comparing how the amount of heat energy added affects whether a change in state or an irreversible change occurs
• describing how dissolved substances are reclaimed from solutions
• exploring how reversible changes can be used to recycle
• investigating First Nations Australians' knowledges of reversible processes such as the application of adhesives and of irreversible processes such as the use of fuels for torches

Students learn to:

compare reversible changes, including dissolving and changes of state, and irrever including cooking and rusting that produce new substances

(AC9S6U04)

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

Reflecting

• Transfer knowledge

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

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.

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

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

Related content

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

AC9TDE6K04

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U04

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S6U04

Continuum extract

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

• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U04

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U04

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U04

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U04

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6U04

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S6U04

Continuum extract

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

• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

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

Snapshot – Develop multiple perspectives

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

Content description

AC9S6U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

AC9S6H01

examine why advances in science are often the result of collaboration or build on the work of others

•
•

Elaborations

• investigating how contemporary restorative ecology adapts and builds on the traditional ecological knowledges of First Nations Australians
• exploring how international scientific collaboration can answer complex questions about the factors that affect the growth and survival of living things in Antarctica
• examining why ecologists collaborate with engineers and computer scientists to develop remote sensing techniques, identify in change and make predictions
• constructing a timeline to show how contributions and collaboration of scientists, mathematicians and astronomers from many countries have advanced our ideas about space and the solar through development of , gathering of and, more recently, space exploration
• investigating how astronauts and scientists from many different countries have collaborated in the International Space Station program
• investigating why scientists changed the phosphate levels in detergents to prevent algal blooms

Students learn to:

examine why advances in science are often the result of collaboration or build on th

(AC9S6H01)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities

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 .

Culture

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

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.

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Measuring time

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Measuring time

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Reading and viewing

• Understanding texts

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.

Systems

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S6H01

Continuum extract

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

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6H01

Continuum extract

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

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

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

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

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

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S6H01

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
• explains how textual features support the text’s purpose
• identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
• predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
• uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
• uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)

• uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
• identifies language features used to present opinions or points of view
• skims and scans texts for key words to track the development of ideas
• uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6H01

Continuum extract

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

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S6H01

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
• explains how textual features support the text’s purpose
• identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
• predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a

narrative, drawing on understanding of the textual features in the previous chapters)
• uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
• uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
• uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
• identifies language features used to present opinions or points of view
• skims and scans texts for key words to track the development of ideas
• uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6H01

Continuum extract

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

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

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9S6H01

Learning progression extract

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

Converting between units of time

• interprets and converts between 12 12 1 2 -hour and 24 24 2 4 -hour digital time, and analog and digital representations of time to solve duration problems
• converts between units of time, using appropriate conversion rates, to solve problems involving time (e.g. uses that there are 60 60 6 0 seconds in a minute to calculate the percentage improvement a 1500 1500 1 5 0 0 m runner made to their personal best time)
• uses rates involving time to solve problems (e.g. "travelling at 60 60 6 0 km/h, how far will I travel in 30 30 3 0 minutes?"; adjusts cooking or baking times based on weight or the size of the container)

Measuring time with large and small timescales

• uses appropriate metric prefixes to measure both large and small durations of time (e.g. millennia, nanoseconds)
• constructs timelines using an appropriate scale (e.g. chronologically sequences historical events)

Measuring how things change over time

• investigates, describes and interprets data collected over time (e.g. uses a travel graph to describe a journey; interprets data collected over a period of time using a graphical representation and makes a prediction for the future behaviour of the data)

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6H01

Continuum extract

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

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

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9S6H01

Learning progression extract

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

Converting between units of time

• interprets and converts between 12 12 1 2 -hour and 24 24 2 4 -hour digital time, and analog and digital representations of time to solve duration problems
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Measuring how things change over time

• investigates, describes and interprets data collected over time (e.g. uses a travel graph to describe a journey; interprets data collected over a period of time using a graphical representation and makes a prediction for the future behaviour of the data)

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6H01

Continuum extract

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S6H01

Learning progression extract

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

Comprehension

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

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
• builds meaning by actively linking ideas from a number of texts or a range of digital sources
• distils information from a number of texts according to task and purpose (e.g. uses graphic

organisers)
• identifies different interpretations of the text citing evidence from a text
• evaluates language features for relevance to purpose and audience
• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

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

Vocabulary

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S6H01

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
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• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
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• 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)

AC9S6H02

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions

•
•

Elaborations

• exploring how communities consider the impact of aquatic noise pollution when designing guidelines for water sports
• investigating how people use knowledge of conditions that reduce mould or bacterial growth when considering food packaging and storage
• considering how people use electrical device guidelines to help ensure safety of children
• investigating why underground power cables were developed and how local government authorities use scientific knowledge about power safety when considering converting to underground power

Students learn to:

investigate how scientific knowledge is used by individuals and communities to ide consider responses and make decisions

(AC9S6H02)

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

Social awareness

• Community awareness

Social management

• Decision-making

Elaborations

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

Reading and viewing

• Understanding texts

Futures

• Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

Systems

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

Reflecting

• Transfer knowledge

Social awareness

• Community awareness

Social management

• Decision-making

Reading and viewing

• Understanding texts

Social awareness

• Community awareness

Social management

• Decision-making

Inquiring

• Identify, process and evaluate information

Social awareness

• Community awareness

Social management

• Decision-making

Resources

Work Samples

WS01 - Mouldy bread

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6H02

Continuum extract

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

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

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

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

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

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

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9S6H02

Continuum extract

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

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

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

• analyse roles and responsibilities of citizens within communities

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9S6H02

Continuum extract

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

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

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

these factors when making decisions
• devise and analyse individual and group decision-making processes

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S6H02

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
• explains how textual features support the text’s purpose
• identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
• predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a

narrative, drawing on understanding of the textual features in the previous chapters)
• uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
• uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
• uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
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• skims and scans texts for key words to track the development of ideas
• uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

• uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
• identifies how technical and discipline-specific words develop meaning in texts
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Comprehension

• reads and views complex texts (see Text complexity)
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• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
• identifies different interpretations of the text citing evidence from a text
• evaluates language features for relevance to purpose and audience
• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
• identifies techniques used to obscure author’s purpose (e.g. inclusion or omission of content)

Processes

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

Vocabulary

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S6H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9S6H02

Continuum extract

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

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9S6H02

Continuum extract

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S6H02

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9S6H02

Continuum extract

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

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9S6H02

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6H02

Continuum extract

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9S6H02

Continuum extract

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

- describe the various communities beyond their own and what they can do to support them
- explain the way their actions and the actions of others influence communities
- analyse roles and responsibilities of citizens within communities

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9S6H02

Continuum extract

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

- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
- devise and analyse individual and group decision-making processes

Resource – WS01 - Mouldy bread

By the end of Year 6 students explain how changes in physical conditions affect living things. They model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth. They identify the role of circuit components in the transfer and transformation of electrical energy. They classify and compare reversible and irreversible changes to substances. They explain why science is often collaborative and describe different individuals' contributions to scientific knowledge. They describe how individuals and communities use scientific knowledge.

Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings.

AC9S6U01

investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions

AC9S6H02

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions

AC9S6I01

pose investigable questions to identify patterns and test relationships and make reasoned predictions

AC9S6I02

plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place

AC9S6I03

use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate

AC9S6I04

construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships

AC9S6I06

write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate

AC9S6I01

pose investigable questions to identify and test and make reasoned predictions

•
•

Elaborations

• posing investigable questions to identify , such as: ‘What type of is the best conductor and what is the best insulator?’
• posing investigable questions to test , such as: ‘Will more salt dissolve in warm water than in cold water?’
• discussing and refining questions to enable scientific
• making reasoned predictions about the physical conditions that will result in the largest mould colonies growing on bread
• making reasoned predictions about electrical circuit function based on a picture or diagram of a circuit

Students learn to:

pose investigable questions to identify patterns and test relationships and make rea predictions

(AC9S6I01)

General capabilities and cross-curriculum priorities

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

Generating

• Put ideas into action

Inquiring

• Develop questions

Speaking and listening

• Interacting

Elaborations

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

Inquiring

• Develop questions

Inquiring

• Develop questions

Generating

• Put ideas into action

Speaking and listening

• Interacting

Generating

• Put ideas into action

Speaking and listening

• Interacting

Generating

• Put ideas into action

Speaking and listening

• Speaking

Resources

Work Samples

WS01 - Mouldy bread

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S6I01

Continuum extract

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

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S6I01

Continuum extract

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

• develop■questions to examine unfamiliar ideas and topics

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

• develop■questions to examine unfamiliar ideas and topics

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

• develop questions to investigate complex issues and topics

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S6I01

Learning progression extract

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

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

• presents simple ideas clearly in group situations

• actively encourages or supports other speakers

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

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

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

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

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

• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S6I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
• develop questions to investigate complex issues and topics
• questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S6I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
• develop questions to investigate complex issues and topics
• questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S6I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S6I01

Learning progression extract

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

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S6I01

Continuum extract

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

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S6I01

Learning progression extract

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

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
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• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
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• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S6I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9S6I01

Learning progression extract

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

Crafting ideas

• creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
• uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
• adjusts register according to purpose and audience
• elaborates on ideas using a short sequence of sentences
• incorporates learnt content into spoken text
• sequences ideas and events appropriately
• uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
• varies volume and intonation to suit purpose and audience
• plans and delivers spoken presentations using appropriate structure and language
• includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

• experiments with vocabulary drawn from a variety of sources
• uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
• uses a range of vocabulary to indicate connections (e.g. consequences)
• uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the

bears would be hungry.")

Crafting ideas

• creates detailed spoken texts on a broad range of learning area topics
• includes details and elaborations to expand ideas
• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
• rehearses spoken text to accommodate time and technology
• controls tone, volume, pitch and pace to suit content and audience
• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
• uses some rhetorical devices (e.g. "don’t you agree?")

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
• organises more complex ideas or concepts logically, selecting details to accentuate key points
• speaks audibly and coherently to a less familiar audience for a sustained period
• shows increasing awareness of audience by moderating length, content and delivery of spoken texts
• adjusts register according to purpose and audience
• does research to prepare spoken texts
• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
• uses language creatively (e.g. "the moon shines bravely")
• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
• consistently uses a range of synonyms to add variety and precision to spoken text
• uses abstractions (e.g. "freedom", "fairness")

Resource – WS01 - Mouldy bread

By the end of Year 6 students explain how changes in physical conditions affect living things. They model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth. They identify the role of circuit components in the transfer and transformation of electrical energy. They classify and compare reversible and irreversible changes to substances. They explain why science is often collaborative and describe different individuals’ contributions to scientific knowledge. They describe how individuals and communities use scientific knowledge.

Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others’ methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings.

AC9S6U01

investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions

AC9S6H02

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions

AC9S6I01

pose investigable questions to identify patterns and test relationships and make reasoned predictions

AC9S6I02

plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place

AC9S6I03

use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate

AC9S6I04

construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships

AC9S6I06

write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate

AC9S6I02

plan and conduct to answer questions including, as appropriate, deciding the to be changed, measured and controlled in ; describing potential risks; planning for the safe use of equipment and ; and identifying required permissions to conduct on

•

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Elaborations

• considering different ways to approach including researching, using trial and error, experimental testing, field , accessing to collect and manage and using virtual

• determining which is the being tested and which is being measured, and which other might affect their and need to be kept the same

• identifying potential risks to themselves or others when conducting an and explaining rules for safe processes and use of equipment and

• consulting with First Nations Australians land councils in seeking permissions to conduct scientific on traditional Lands and seeking guidance regarding culturally sensitive locations during field work

Students learn to:

plan and conduct repeatable investigations to answer questions including, as appro the variables to be changed, measured and controlled in fair tests; describing poten planning for the safe use of equipment and materials; and identifying required perm conduct investigations on Country/Place

(AC9S6I02)

General capabilities and cross-curriculum priorities

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

Responding to ethical issues

• Explore ethical issues

Culture

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

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

• Acquire and collate data

Speaking and listening

• Interacting

Generating

• Put ideas into action

Speaking and listening

• Interacting

Generating

• Put ideas into action

Responding to ethical issues

• Explore ethical issues

Culture

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

Related content

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

AC9M6ST03

Resources

Work Samples

WS01 - Mouldy bread

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9S6I02

Continuum extract

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

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

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

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

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S6I02

Continuum extract

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

• collect and access data using a range of digital tools and methods in response to a defined question

• collect and access data using a range of digital tools and methods in response to a defined question or problem

• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S6I02

Learning progression extract

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

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S6I02

Continuum extract

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

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S6I02

Learning progression extract

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

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S6I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9S6I02

Continuum extract

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

AC9S6I03

use equipment to observe, measure and record with reasonable , using as appropriate

•
•

Elaborations

• selecting and using instruments with the correct scale for measuring with appropriate , such as a multimeter
• recording in tables and diagrams or electronically as digital images and spreadsheets
• discussing why is important in measurement, and the possible effect of low on findings
• recording using standard units, such as volt, ampere, gram, second and metre, and developing the use of standard prefixes for metric units such as kilo- and milli-
• using such as digital thermometers or soil moisture probes to collect over time and record in spreadsheets

Students learn to:

use equipment to observe, measure and record data with reasonable precision, usin appropriate

(AC9S6I03)

General capabilities and cross-curriculum priorities

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

Investigating

• Acquire and collate data

Measurement and geometry

• Understanding units of measurement

Number sense and algebra

• Number and place value

Statistics and probability

• Interpreting and representing data

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 .

Generating

• Put ideas into action

Statistics and probability

• Interpreting and representing data

Investigating

• Acquire and collate data

Generating

• Put ideas into action

Generating

• Put ideas into action

Measurement and geometry

• Understanding units of measurement

Investigating

• Acquire and collate 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.

Resources

Work Samples

WS01 - Mouldy bread

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S6I03

Continuum extract

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

• collect and access data using a range of digital tools and methods in response to a defined question

• collect and access data using a range of digital tools and methods in response to a defined question or problem

• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S6I03

Learning progression extract

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

Using metric units

• calculates perimeter using properties of two-dimensional shapes to determine unknown lengths
• measures and calculates the area of different shapes using metric units and a range of strategies

Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Converting units

• converts between metric units of measurement of the same attribute (e.g. converts centimetres into millimetres by multiplying by 10 10 1 0 ; uses the consistent naming of metric prefixes to convert between adjacent units)
• describes and uses the relationship between metric units of measurement and the base- 10 10 1 0 place value system to accurately measure and record measurements using decimals

Using metric units and formulas

• establishes and uses formulas and metric units for calculating the area of rectangles and triangles

Angles as measures of turn

• measures and uses key angles (45 45 4 5 ■, 90 90 9 0 ■, 180 180 1 8 0 ■, 360 360 3 6 0 ■) to define other angles according to their size (e.g. measures a right angle to be 90■ and uses this to determine if 2 2 2 lengths are perpendicular)

Using metric units and formulas

• establishes and uses formulas for calculating the area of parallelograms, trapeziums, rhombuses and kites
• establishes and uses formulas for calculating the volume and surface area of a range of right prisms

Circle measurements

• informally estimates the circumference of a circle using the radius or diameter
• establishes the relationship between the circumference and the diameter of a circle as the constant π \pi π
• calculates the circumference and the area of a circle using π \pi π and a known diameter or radius

Snapshot – Number and place value

Numeracy: Number sense and algebra: Number and place value

Content description

AC9S6I03

Learning progression extract

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

Numeral recognition and identification

• identifies, reads, writes and interprets decimal numbers applying knowledge of the place value periods of tenths, hundredths and thousandths and beyond

Place value

• compares the size of decimals to other numbers including natural numbers and decimals expressed to different numbers of places (e.g. selects 0.35 0.35 0 . 3 5 as the greatest number from the set 0.2 , 0.125 , 0.35 0.2, 0.125, 0.35 0 . 2 , 0 . 1 2 5 , 0 . 3 5 ; explains that 2 2 2 is greater than 1.845 1.845 1 . 8 4 5)
• describes the multiplicative relationship between the adjacent positions in place value for decimals (e.g. understands that 0.2 0.2 0 . 2 is 10 10 1 0 times as great as 0.02 0.02 0 . 0 2 and

that 100 100 1 0 0 times 0.005 0.005 0 . 0 0 5 is 0.5 0.5 0 . 5)
• compares and orders decimals greater than one including those expressed to an unequal number of places (e.g. compares the heights of students in the class that are expressed in metres such as 1.6 1.6 1 . 6 m is taller than 1.52 1.52 1 . 5 2 m; correctly orders the numbers 1.4 1.4 1 . 4 , 1.375 1.375 1 . 3 7 5 and 2.15 2.15 2 . 1 5 from least to greatest)
• rounds decimals to one and 2 decimal places for a purpose

Numeral recognition and identification

• reads, represents, interprets and uses negative numbers in computation (e.g. explains that the temperature – 10 10 1 0 °C is colder than the temperature – 2.5 2.5 2 . 5 °C; recognises that negative numbers are less than zero; locates – 12 12 1 2 on a number line)

Place value

• identifies that negative numbers are integers that represent both size and direction (e.g. uses a number line to represent position and order negative numbers; uses negative numbers in financial contexts such as to model an overdrawn account)
• understands that multiplying and dividing numbers by 10 , 100 , 1000 10, 100, 1000 1 0 , 1 0 0 , 1 0 0 0 changes the positional value of the digits (e.g. explains that 100 100 1 0 0 times 0.125 0.125 0 . 1 2 5 is 12.5 12.5 1 2 . 5 because each digit value in 0.125 0.125 0 . 1 2 5 is multiplied by 100 100 1 0 0 , so 100 × 0.1 100 \times 0.1 1 0 0 × 0 . 1 is 10 10 1 0 , 100 × 0.02 100 \times 0.02 1 0 0 × 0 . 0 2 is 2 2 2 and 100 × 0.005 100 \times 0.005 1 0 0 × 0 . 0 0 5 is 0.5 0.5 0 . 5 ; converts between units of centimetres and millimetres when planning, measuring and marking materials for cutting)
• rounds decimals to a specified number of decimal places for a purpose (e.g. the mean distance thrown in a school javelin competition was rounded to 2 2 2 decimal places; if the percentage profit was calculated as 12.467921 12.467921 1 2 . 4 6 7 9 2 1 %, rounds the calculation to 12.5 12.5 1 2 . 5 %)

Numeral recognition and identification

• identifies, reads and interprets very large numbers and very small numbers (e.g. reads that the world population is estimated to be seven billion and interprets this to mean 7 7 7 000 000 0 0 0 000 000 0 0 0 000 000 0 0 0 or 7 × 1 0 9 7 \times 10^9 7 × 1 0 9 ; interprets the approximate mass of protons and neutrons as 1.67 × 1 0 – 24 1.67 \times10^{-24} 1 . 6 7 × 1 0 – 2 4 g; identifies and interprets the value of national government debt)

Place value

• compares and orders very large numbers and very small numbers (e.g. understands the relative size of very large time scales such as a millennium)
• relates place value parts to exponents (e.g. 1000 1000 1 0 0 0 is 100 100 1 0 0 times greater than 10 10 1 0 , and that is why 10 × 1 0 2 = 1 0 3 10 \times 10^2 = 10^3 1 0 × 1 0 2 = 1 0 3 and why 1 0 3 10^3 1 0 3 divided by 10 10 1 0 is equal to 1 0 2 10^2 1 0 2)
• expresses numbers in scientific notation (e.g. when calculating the distance of the Earth from the sun uses 1.5 × 1 0 8 1.5\times 10^8 1 . 5 × 1 0 8 as an approximation; a nanometre has an order of magnitude of – 9 9 9 and is represented as 1 0 – 9 10^{-9} 1 0 – 9)

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S6I03

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 – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S6I03

Continuum extract

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

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S6I03

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 – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S6I03

Continuum extract

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S6I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S6I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S6I03

Learning progression extract

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

Using metric units

• calculates perimeter using properties of two-dimensional shapes to determine unknown lengths
• measures and calculates the area of different shapes using metric units and a range of strategies

Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Converting units

• converts between metric units of measurement of the same attribute (e.g. converts centimetres into millimetres by multiplying by 10 10 1 0 ; uses the consistent naming of metric prefixes to convert between adjacent units)
• describes and uses the relationship between metric units of measurement and the base- 10 10 1 0 place value system to accurately measure and record measurements using decimals

Using metric units and formulas

• establishes and uses formulas and metric units for calculating the area of rectangles and triangles

Angles as measures of turn

• measures and uses key angles (45 45 4 5 ■, 90 90 9 0 ■, 180 180 1 8 0 ■, 360 360 3 6 0 ■) to define other angles according to their size (e.g. measures a right angle to be 90■ and uses this to determine if 2 2 2 lengths are perpendicular)

Using metric units and formulas

• establishes and uses formulas for calculating the area of parallelograms, trapeziums, rhombuses and kites
• establishes and uses formulas for calculating the volume and surface area of a range of right prisms

Circle measurements

• informally estimates the circumference of a circle using the radius or diameter
• establishes the relationship between the circumference and the diameter of a circle as the constant π \pi π
• calculates the circumference and the area of a circle using π \pi π and a known diameter or radius

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S6I03

Continuum extract

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

• collect and access data using a range of digital tools and methods in response to a defined question
• collect and access data using a range of digital tools and methods in response to a defined question or problem
• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S6I03

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)

AC9S6I04

construct and use appropriate , including tables, and visual or physical , to organise and process and information and describe , and

•

•

Elaborations

• exploring how different can be used to show different aspects of , processes and
• representing circuits using virtual or circuit diagrams and indicating the direction of electricity flow
• using line to show changes in growth over time under different physical conditions
• developing a physical of the sun and Earth using objects or role-play to describe their relative positions when a place on Earth is in day or night
• organising information in graphic organisers to describe and

Students learn to:

construct and use appropriate representations, including tables, graphs and visual models, to organise and process data and information and describe patterns, trends

(AC9S6I04)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Statistics and probability

• Interpreting and representing data

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

Statistics and probability

• Interpreting and representing data

Inquiring

• Identify, process and evaluate information

Creating and exchanging

• Create, communicate and collaborate

Managing and operating

• Select and operate tools

Statistics and probability

• Interpreting and representing data

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Related content

This content description can be taught with the following content descriptions from other learning areas.
AC9HS6S02
AC9M6ST01
AC9M6ST03

Resources

Work Samples

WS01 - Mouldy bread

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S6I04

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6I04

Continuum extract

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

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S6I04

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 concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S6I04

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6I04

Continuum extract

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

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

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S6I04

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 – Identify, process and evaluate information

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

Content description

AC9S6I04

Continuum extract

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9S6I04

Continuum extract

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9S6I04

Continuum extract

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

- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S6I04

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 concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S6I04

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S6I04

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9S6I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

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

AC9S6I05

compare methods and findings with those of others, recognise possible sources of error, pose questions for further and select to draw reasoned

•
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Elaborations

• working collaboratively to identify the strengths and weaknesses of their own and others' including where testing was not fair and practices could be improved
• recognising errors that could have occurred during , including changing too many , incorrect or misreading of measurements, or changes in environmental factors
• comparing and contrasting collected by different individuals or groups to discuss similarities and differences in their findings and posing questions about differences for further
• comparing and contrasting selected by different individuals or groups from similar
• evaluating the made from and analysis of the to draw a reasoned

Students learn to:

compare methods and findings with those of others, recognise possible sources of
questions for further investigation and select evidence to draw reasoned conclusio

(AC9S6I05)

General capabilities and cross-curriculum priorities

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

Analysing

• Draw conclusions and provide reasons
• Evaluate actions and outcomes

Social management

• Collaboration

Elaborations

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

Understanding ethical concepts and perspectives

• Explore ethical concepts

Social management

• Collaboration

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Speaking and listening

• Interacting

Analysing

• Draw conclusions and provide reasons
• Evaluate actions and outcomes

Speaking and listening

• Interacting

Analysing

• Draw conclusions and provide reasons
• Evaluate actions and outcomes

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9S6I05

Continuum extract

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

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

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

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

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S6I05

Continuum extract

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

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

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9S6I05

Continuum extract

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

• perform designated roles within groups, appreciating everyone’s contributions to a shared outcome

• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9S6I05

Continuum extract

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

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

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9S6I05

Continuum extract

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

• perform designated roles within groups, appreciating everyone’s contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S6I05

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S6I05

Continuum extract

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S6I05

Learning progression extract

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

• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9S6I05

Continuum extract

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

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S6I05

Continuum extract

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S6I05

Learning progression extract

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

• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9S6I05

Continuum extract

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

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S6I05

Continuum extract

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

AC9S6I06

write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of , using as appropriate

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Elaborations

• constructing a scientific report to share findings, such as how plants responded to changes in physical conditions such as temperature or salinity, and using appropriate vocabulary, , units and sentence structures
• creating an imaginative text about a future in which humans live on other planets with differing day lengths, and how they manage the social implications of this, such as keeping track of time or calculating human ages
• acknowledging and exploring First Nations Australians' ways of representing and communicating understandings of the night sky and its use for timekeeping purposes through rock paintings, paintings and stone arrangements
• designing a product that uses electrical circuits and performing a sales pitch to have the product produced
• constructing a poster or slideshow comparing everyday examples of reversible and irreversible change

Students learn to:

write and create texts to communicate ideas and findings for specific purposes and including selection of language features, using digital tools as appropriate

(AC9S6I06)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Plan

• Create, communicate and collaborate

Social management

• Communication

Elaborations

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

Social management

• Communication

Reflecting

• Transfer knowledge

Social management

• Communication

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

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

Reflecting

• Transfer knowledge

Writing

• Creating texts

Creating and exchanging

• Create, communicate and collaborate

Resources

Work Samples

WS01 - Mouldy bread

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9S6I06

Continuum extract

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

• use familiar digital tools to develop and follow a basic plan to complete a task

• select and use digital tools to develop and follow a plan to complete individual tasks and group projects

• use simple planning tools to develop and follow a plan to complete individual and collaborative projects

Snapshot – Create, communicate and collaborate

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

Content description

AC9S6I06

Continuum extract

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

• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S6I06

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S6I06

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S6I06

Continuum extract

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

• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

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

• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S6I06

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Develop multiple perspectives

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

Content description

AC9S6I06

Continuum extract

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

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

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S6I06

Continuum extract

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

• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

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

• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S6I06

Learning progression extract

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

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions

• includes learnt ideas on a range of topics from learning areas

• stages text using typical or familiar features such as an introduction and body paragraphs

• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)

• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)

• uses pronouns correctly to link to an object or person across the text (see Grammar)

• uses images to reinforce ideas in written text

• maintains consistent tense within and between sentences (see Grammar)

• groups sentences on related ideas into simple paragraphs

• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")

• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)

• applies learnt spelling generalisations

• accurately spells high-frequency words (see Spelling)

• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")

• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)

• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")

• uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

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

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

• includes ideas which are relevant to the topic and purpose of the text
• organises information into paragraphs to support the reader
• includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

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

Vocabulary

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

Crafting ideas

• creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
• selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
• orients the reader to the topic or concept using a definition or classification
• develops ideas with details and examples
• uses ideas derived from research
• uses written and visual supporting evidence

Text forms and features

• uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
• uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
• includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
• uses language to compare (e.g. "alternatively", "whereas")
• uses formatting appropriately to reference and label graphics

Vocabulary

• uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
• uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Snapshot – Create, communicate and collaborate

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

Content description

AC9S6I06

Continuum extract

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