

AC9HE10K01

how and why the influence economic decision-making

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Elaborations

- identifying examples of , such as rates, unemployment trends, inflation rates or sustainability indexes
- analysing how the Australian Government may intervene in response to an emerging economic issue or to changes in , such as to maintain or improve the or respond to a decline in gross domestic
- explaining of the Australian Government (for example, , full employment and price stability) and how these have been framed in response to (for example, gross domestic , business sales or earnings, inflation)
- identifying an example of an , such as employment statistics, and explaining how it influences government economic decision-making; for example, by providing support for new apprenticeships and training places

Students learn about:

how and why the economic indicators influence economic decision-making

(AC9HE10K01)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems

Elaborations

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

Inquiring

- Identify, process and evaluate information

Futures

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

Systems

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Analysing

- Draw conclusions and provide reasons

Related content

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

AC9M10A04

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K01

Continuum extract

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

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

context

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE10K01

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K01

Continuum extract

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

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE10K01

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K01

Continuum extract

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

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE10K01

Continuum extract

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

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

arguments before making recommendations

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE10K01

Continuum extract

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

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

AC9HE10K02

the ways that government intervenes in the to improve and living standards within Australian society

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Elaborations

- explaining how the Australian Government uses to help improve the ; for example, the federal Budget, , expenditure on skills training and workforce development
- explaining the forces that shape and affect variations in living standards within Australian society, such as unemployment and poverty, and identifying why the government may redistribute and wealth
- explaining how the government may redistribute to achieve a more equal distribution of and wealth; for example, transfers such as pensions, youth allowance and job search, or the provision of for all such as healthcare and education
- investigating the role and function of the Reserve Bank of Australia within the Australian

Students learn about:

the ways that government intervenes in the economy to improve economic perform

standards within Australian society

(AC9HE10K02)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems

Elaborations

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

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K02

Continuum extract

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

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K02

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K02

Continuum extract

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

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE10K02

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K02

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K02

Continuum extract

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

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

context

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE10K02

Continuum extract

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

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

AC9HE10K03

factors that influence major , and the short- and long-term consequences of these decisions

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Elaborations

- identifying examples of minor and major , and explaining the processes that guide decision-making
- analysing factors that influence major , such as price, availability and cost of finance, marketing of , age and gender of consumer, convenience, and ethical and environmental considerations
- identifying the costs of consumer and financial transactions over time, such as the ability to make loan repayments, available savings, depreciation, and maintenance costs and , as well as the benefits such as independence and convenience when purchasing a car or home

Students learn about:

factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions

(AC9HE10K03)

General capabilities and cross-curriculum priorities

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

Number sense and algebra

- Understanding money

Self-management

- Goal setting

Social awareness

- Community awareness

Elaborations

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

Responding to ethical issues

- Explore ethical issues
- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Responding to ethical issues

- Explore ethical issues
- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Design

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

Futures

- Sustainable futures require individuals to seek information, identify solutions, reflect on and

evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Systems

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

Reflecting

- Transfer knowledge

Number sense and algebra

- Understanding money

Related content

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

AC9M10A04

Resources

Work Samples

WS01 - Business improvement processes

Snapshot – Understanding money

Numeracy: Number sense and algebra: Understanding money

Content description

AC9HE10K03

Learning progression extract

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

Working with money proportionally

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

Working with money proportionally

- makes decisions about situations involving compound interest (e.g. compares total outlay and time taken to pay off a credit card debt as soon as possible as opposed to making minimum monthly repayments)
- chooses and uses proportional strategies for decision making (e.g. in purchasing a car calculates the depreciation, ongoing maintenance, insurance and the effect of loan repayments on disposable income; evaluates the benefits of "buy now pay later" schemes)

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9HE10K03

Continuum extract

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

- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE10K03

Continuum extract

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

- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE10K03

Continuum extract

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

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HE10K03

Continuum extract

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

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

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HE10K03

Continuum extract

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

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE10K03

Continuum extract

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

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HE10K03

Continuum extract

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

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

and evaluate ethical decisions

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HE10K03

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HE10K03

Continuum extract

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

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

Snapshot – Understanding money

Numeracy: Number sense and algebra: Understanding money

Content description

AC9HE10K03

Learning progression extract

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

Working with money proportionally

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

Working with money proportionally

- makes decisions about situations involving compound interest (e.g. compares total outlay and time taken to pay off a credit card debt as soon as possible as opposed to making minimum monthly repayments)
- chooses and uses proportional strategies for decision making (e.g. in purchasing a car calculates the depreciation, ongoing maintenance, insurance and the effect of loan repayments on disposable income; evaluates the benefits of "buy now pay later" schemes)

Resource – WS01 - Business improvement processes

By the end of Year 10, students analyse how economic indicators influence Australian Government decision-making. They explain ways that government intervenes to improve economic performance and living standards. They explain processes that businesses use to manage the workforce and improve productivity. They explain the importance of Australia's superannuation system and its effect on consumer and financial decision-making. Students analyse factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions.

Students develop and modify a range of questions to investigate an economic and business issue. They locate, select and analyse relevant and reliable information and data from a range of sources. They interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts. They develop an evidence-based response to an economic and business issue. They evaluate a response, using appropriate criteria to decide on a course of action. Students use economic and business knowledge, concepts, and terms to develop descriptions, explanations and reasoned arguments that synthesise research findings.

AC9HE10K03

factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions

AC9HE10S03

interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts

AC9HE10S04

develop and evaluate a response to an economic and business issue, using cost benefit analysis or criteria to decide on a course of action

AC9HE10S05

create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge and research findings

AC9HE10K04

the importance of Australia's system and how this system affects

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Elaborations

- explaining the importance of Australia's system in relation to human and in retirement and the government's ability to maintain a welfare payment system for the
- identifying why individuals make decisions about investment options and how their circumstances, such as age, employment status, dependents and anticipated retirement age, affect these decisions
- explaining how individuals manage a personal fund; for example, who contributes, , consolidating funds, finding lost and tracking the performance of a account

Students learn about:

the importance of Australia's superannuation system and how this system affects c
financial decision-making

(AC9HE10K04)

General capabilities and cross-curriculum priorities

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

Number sense and algebra

- Understanding money

Self-management

- Goal setting

Social awareness

- Community awareness

Elaborations

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

Analysing

- Interpret concepts and problems

Responding to ethical issues

- Explore ethical issues
- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Self-management

- Goal setting

Analysing

- Interpret concepts and problems

Related content

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

AC9M10A03

AC9M10A04

Snapshot – Understanding money

Numeracy: Number sense and algebra: Understanding money

Content description

AC9HE10K04

Learning progression extract

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

Working with money proportionally

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

Working with money proportionally

- makes decisions about situations involving compound interest (e.g. compares total outlay and time taken to pay off a credit card debt as soon as possible as opposed to making minimum monthly repayments)
- chooses and uses proportional strategies for decision making (e.g. in purchasing a car calculates the depreciation, ongoing maintenance, insurance and the effect of loan repayments on disposable income; evaluates the benefits of "buy now pay later" schemes)

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9HE10K04

Continuum extract

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

- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE10K04

Continuum extract

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

- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K04

Continuum extract

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

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE10K04

Continuum extract

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

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HE10K04

Continuum extract

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

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

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HE10K04

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K04

Continuum extract

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

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE10K04

Continuum extract

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

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

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9HE10K04

Continuum extract

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

- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K04

Continuum extract

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

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

AC9HE10K05

processes that use to manage the workforce and improve , including the role of

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Elaborations

- investigating the processes , government and non-government organisations use to support start-up , promote the success of business ventures or create relationships between ; for example, Indigenous Business Month Awards, First Nations Chambers of Commerce or the Registrar of Indigenous Corporations
- investigating the processes used by First Nations Australian and other organisations to improve workforce participation; for example, cross-cultural training programs, "Closing the gap" initiatives or corporate commitments to and inclusion in employment
- identifying and explaining strategies for improving workforce management; for example, horizontal or vertical organisational structures, transparency in decision-making, encouragement of workers to show initiative, paid parental leave, flexible work arrangements, employer responsibilities to workers and government
- identifying and explaining strategies that improve ; for example, training or upskilling, investment, increasing research and development, investment in applications of technologies, use of just-in-time inventory systems or collection, and analysis of to inform development or delivery
- explaining how lead responses to changes in global and domestic economic conditions and use technologies to drive innovation; for example, influencing approaches to waste management or sustainable use of energy

Students learn about:

processes that businesses use to manage the workforce and improve productivity, of entrepreneurs

(AC9HE10K05)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems

Social awareness

- Relational awareness

Elaborations

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

Social awareness

- Relational awareness
- Community awareness

Culture

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

People

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

Analysing

- Interpret concepts and problems

Culture

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

Country/Place

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

People

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

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Responding to ethical issues

- Explore ethical issues
- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K05

Continuum extract

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

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

Snapshot – Relational awareness

Personal and Social capability: Social awareness: Relational awareness

Content description

AC9HE10K05

Continuum extract

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

- analyse indicators of healthy and challenging relationships, and how to manage the differences
- evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships

Snapshot – Relational awareness

Personal and Social capability: Social awareness: Relational awareness

Content description

AC9HE10K05

Continuum extract

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

- analyse indicators of healthy and challenging relationships, and how to manage the differences
- evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE10K05

Continuum extract

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

- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K05

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K05

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10K05

Continuum extract

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

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE10K05

Continuum extract

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

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HE10K05

Continuum extract

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

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

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HE10K05

Continuum extract

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

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

AC9HE10S01

develop and modify questions to investigate a contemporary

-
-

Elaborations

- developing a range of questions to investigate a complex issue (for example, “Why does the government intervene in the to improve living standards?”) or formulating a hypothesis such as “Responding to an upswing in the with expansionary measures will improve business
- developing and modifying a range of questions to improve the focus of an investigation; for example, modifying “What factors influence decision-making within consumer and financial contexts?” to “What factors influence choosing a mobile phone plan?”

Students learn about:

develop and modify questions to investigate a contemporary economic and business

(AC9HE10S01)

General capabilities and cross-curriculum priorities

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

Inquiring

- Develop questions

Speaking and listening

- Interacting

Elaborations

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

Inquiring

- Develop questions

Inquiring

- Develop questions

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HE10S01

Continuum extract

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

- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9HE10S01

Learning progression extract

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

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

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HE10S01

Continuum extract

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

- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HE10S01

Continuum extract

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

- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

AC9HE10S02

locate, select and analyse information and from a range of sources

-
-

Elaborations

- locating online sources using contextually specific terms (for example, “global) or criteria (for example, using specific key words to find “case studies related to agreements”)
- selecting and analysing economic information and for relevance by asking questions such as “How will information and help answer the inquiry question?”
- selecting and analysing economic information and for reliability by asking questions such as “How and when was the collected?”, “Who collected the ?” and “For what purpose was the collected?”
- explaining assumptions or missing information in sources that may affect the reliability of an opinion about an economic or business issue
- selecting and representing information and about an economic or business issue, using specialised and processes to support interpretation and analysis; for example, a graphic organiser connecting objectives of the Australian with examples of in the

Students learn about:

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

(AC9HE10S02)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Elaborations

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

Inquiring

- Identify, process and evaluate information

Investigating

- Locate information

Inquiring

- Identify, process and evaluate information

Investigating

- Locate information
- Acquire and collate data
- Interpret data

Inquiring

- Identify, process and evaluate information

Investigating

- Locate information
- Acquire and collate data
- Interpret data

Inquiring

- Identify, process and evaluate information

Investigating

- Interpret data

Managing and operating

- Select and operate tools

Statistics and probability

- Interpreting and representing data

Related content

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

AC9M10ST05

AC9TDI10P01

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE10S02

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HE10S02

Learning progression extract

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

Comprehension

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

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant

elements of the text to build or repair meaning

- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE10S02

Continuum extract

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

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

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9HE10S02

Continuum extract

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

- locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria
- locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE10S02

Continuum extract

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

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

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9HE10S02

Continuum extract

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

- locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria
- locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9HE10S02

Continuum extract

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

- collect and access data from a range of sources, using specialised digital tools in response to

problems, and evaluate it for relevance

- collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HE10S02

Continuum extract

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

- analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions
- analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE10S02

Continuum extract

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

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

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9HE10S02

Continuum extract

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

- locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria
- locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9HE10S02

Continuum extract

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

- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance
- collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HE10S02

Continuum extract

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

- analyse and visualise data by selecting and using a range of digital tools to infer relationships

and make predictions

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HE10S02

Continuum extract

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

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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HE10S02

Continuum extract

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

- analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions
- analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9HE10S02

Continuum extract

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

- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9HE10S02

Learning progression extract

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

Collecting, displaying, interpreting and analysing numerical data

- poses questions based on variations in continuous numerical data and chooses the appropriate method to collect and record data (e.g. collects information on the heights of buildings or daily temperatures, tabulates the results and represents these graphically; uses a survey to collect primary data or secondary data extracted from census data)
- uses numerical and graphical representations relevant to the purpose of the collection of the data and explains their reasoning (e.g. "I can't use a frequency histogram for categorical data because there is no numerical connection between the categories"; converts their data to percentages in order to compare the girls' results to those of the boys, as the total number of boys and girls who participated in the survey was different)

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

Interpreting graphical representations

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

Sampling

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

AC9HE10S03

interpret information and , explaining , trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts

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-

Elaborations

- interpreting information to explain the nature, extent and importance of the ; for example, the relationship between standards of living, infant mortality and access to health
- interpreting multi-variable to analyse trends in government expenditure over time; for example,

the trend in the provision of health and education programs over time, and explaining reasons for the change

- analysing the causes and effects of an economic issue on individuals or ; for example, the reasons for and implications of in the to improve living standards
- analysing trends to make predictions about who will be affected and how; for example, trends in and implications for

Students learn about:

interpret information and data, explaining economic and business issues, trends and and-effect relationships, and make predictions about consumer and financial impact

(AC9HE10S03)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Reading and viewing

- Understanding texts

Elaborations

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

Reflecting

- Transfer knowledge

Investigating

- Interpret data

Investigating

- Interpret data

Statistics and probability

- Interpreting and representing data

Reflecting

- Transfer knowledge

Investigating

- Interpret data

Statistics and probability

- Interpreting and representing data

Related content

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

AC9E10LY05

AC9TDI10P02

Resources

Work Samples

WS01 - Business improvement processes

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10S03

Continuum extract

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

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE10S03

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HE10S03

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HE10S03

Continuum extract

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

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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HE10S03

Continuum extract

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

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

draw conclusions and make predictions

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HE10S03

Continuum extract

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

- analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions
- analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9HE10S03

Learning progression extract

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

Sampling

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

Recognising bias

- applies an understanding of distributions to evaluate claims based on data (e.g. recognises that the accuracy of using a sample for predicting population values depends on both the relative size of the sample and how well the characteristics of the sample reflect the characteristics of the population; critically analyses statistics that reinforce stereotypes; evaluates claims made by the media regarding young people in relation to drugs and/or risk-taking behaviours)
- identifies and explains bias as a possible source of error in media reports of survey data (e.g. uses data to evaluate veracity of review headlines such as "everybody's favourite game"; investigates media claims on attitudes to government responses to market failure or income redistribution)
- justifies criticisms of data sources that include biased statistical elements (e.g. inappropriate sampling from populations; identifying sources of uncertainty in a scientific investigation; checks the authenticity of a data set)

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HE10S03

Continuum extract

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

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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HE10S03

Continuum extract

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

- analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions
- analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9HE10S03

Learning progression extract

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

Sampling

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

Recognising bias

- applies an understanding of distributions to evaluate claims based on data (e.g. recognises that the accuracy of using a sample for predicting population values depends on both the relative size of the sample and how well the characteristics of the sample reflect the characteristics of the population; critically analyses statistics that reinforce stereotypes; evaluates claims made by the media regarding young people in relation to drugs and/or risk-taking behaviours)
- identifies and explains bias as a possible source of error in media reports of survey data (e.g. uses data to evaluate veracity of review headlines such as "everybody's favourite game"; investigates media claims on attitudes to government responses to market failure or income redistribution)
- justifies criticisms of data sources that include biased statistical elements (e.g. inappropriate sampling from populations; identifying sources of uncertainty in a scientific investigation; checks the authenticity of a data set)

Resource – WS01 - Business improvement processes

By the end of Year 10, students analyse how economic indicators influence Australian Government decision-making. They explain ways that government intervenes to improve economic performance and living standards. They explain processes that businesses use to manage the workforce and improve productivity. They explain the importance of Australia's superannuation system and its effect on consumer and financial decision-making. Students analyse factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions.

Students develop and modify a range of questions to investigate an economic and business issue. They locate, select and analyse relevant and reliable information and data from a range of sources. They interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts. They develop an evidence-based response to an economic and business issue. They evaluate a response, using appropriate criteria to decide on a course of action. Students use economic and business knowledge, concepts, and terms to develop descriptions, explanations and reasoned arguments that synthesise research findings.

AC9HE10K03

factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions

AC9HE10S03

interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts

AC9HE10S04

develop and evaluate a response to an economic and business issue, using cost benefit analysis or criteria to decide on a course of action

AC9HE10S05

create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge and research findings

AC9HE10S04

develop and evaluate a response to an , using or criteria to decide on a course of action

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Elaborations

- evaluating the short- and long-term financial implications of a decision; for example, calculating the costs of different purchasing methods and considering ability to opt out if circumstances change
- evaluating a response, using a to explain the reasons for a course of action; for example, comparing different types of loans to estimate the short- and long-term financial costs and benefits of each
- evaluating a response, using criteria such as , profitability or equity to explain the reasons for a course of action; for example, use of indicators of to identify variations within the Australian
- examining the consumers and may have to consider when deciding on a course of action; for example, employing more staff instead of upskilling existing staff to improve

Students learn about:

develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria to decide on a course of action

(AC9HE10S04)

General capabilities and cross-curriculum priorities

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

Analysing

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

Generating

- Consider alternatives

Writing

- Creating texts

Elaborations

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

Reflecting

- Transfer knowledge

Responding to ethical issues

- Explore ethical issues

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Generating

- Consider alternatives

Responding to ethical issues

- Explore ethical issues

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Responding to ethical issues

- Explore ethical issues

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Social awareness

- Community awareness

Social management

- Decision-making

Generating

- Consider alternatives

Responding to ethical issues

- Explore ethical issues
- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Related content

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

AC9M10A04

Resources

Work Samples

WS01 - Business improvement processes

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HE10S04

Continuum extract

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

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE10S04

Continuum extract

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

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

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HE10S04

Continuum extract

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

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

- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HE10S04

Continuum extract

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

- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9HE10S04

Learning progression extract

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

- varies sentence structure for effect (see Grammar)

- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HE10S04

Continuum extract

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

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE10S04

Continuum extract

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

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

Content description

AC9HE10S04

Continuum extract

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

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

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HE10S04

Continuum extract

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

- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE10S04

Continuum extract

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

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HE10S04

Continuum extract

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

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

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE10S04

Continuum extract

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

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Recognise influences on ethical behaviour and perspectives

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

Content description

AC9HE10S04

Continuum extract

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

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HE10S04

Continuum extract

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

- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HE10S04

Continuum extract

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

- devise and analyse individual and group decision-making processes
- develop and apply criteria to evaluate the outcomes of individual and group decisions

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HE10S04

Continuum extract

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

- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HE10S04

Continuum extract

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

- analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues
- apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HE10S04

Continuum extract

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

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

and evaluate ethical decisions

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HE10S04

Continuum extract

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

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

AC9HE10S05

create descriptions, explanations and , using economic and business knowledge, concepts and terms that incorporate and acknowledge and research findings

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Elaborations

- presenting a description or explanation that orients the audience; for example, peers or representatives of , to the issue, using relevant economic and business concepts and terms such as , , , , “federal Budget”, , “organisational structures”, “workforce management”, , , , , and
- explaining decisions and conclusions about a business issue, supported by reasons and representations of in a range of formats; for example, financial statements or information sheet and research in appropriate formats, such as reports and webpages
- presenting an for a proposal for action in response to an economic or business issue, applying tone appropriate to purpose; for example, using an authoritative tone when presenting an and making predictions about impacts, and audience; for example, a business manager or

Students learn about:

create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge and research findings

(AC9HE10S05)

General capabilities and cross-curriculum priorities

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

Reading and viewing

- Understanding texts

Speaking and listening

- Interacting

Writing

- Creating texts

Elaborations

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

Analysing

- Draw conclusions and provide reasons

Social awareness

- Empathy

Analysing

- Draw conclusions and provide reasons

Creating and exchanging

- Create, communicate and collaborate

Analysing

- Draw conclusions and provide reasons

Creating and exchanging

- Create, communicate and collaborate

Related content

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

AC9E10LY06

AC9E10LY07

Resources

Work Samples

WS01 - Business improvement processes

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HE10S05

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to

purpose and audience

- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9HE10S05

Learning progression extract

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

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

- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9HE10S05

Learning progression extract

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix",

"remedy")

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

Crafting ideas

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE10S05

Continuum extract

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

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

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HE10S05

Continuum extract

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE10S05

Continuum extract

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

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9HE10S05

Continuum extract

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HE10S05

Continuum extract

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

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9HE10S05

Continuum extract

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups