



Learner and Teacher Agency

Learning Ladder - Questioning

	6.2 Pose questions that invite critical reflection	What makes us human? Why do we treat others as we do?
Level 6: At this level, students can pose questions to critically analyse complex issues and abstract ideas (Year 10)	6.1 Pose questions about concepts and generalisations that invite critical analysis and evaluation	"War enables genocide to occur." Argue your case in relation to at least two case studies.
	5.2 Pose speculative and creative questions, for example, what if? what might?	What might have happened if the Vikings had been successful in settling North America?
Level 5: At this level, students pose questions to probe assumptions and investigate complex issues (Year 8)	5.1 Pose questions that address propositions and invite an argument	"The Vikings were uncivilised barbarians." Do you agree? Argue your case.
	4.3 Pose evaluative questions, for example, To what extent? How far? that invite an argument	To what extent is Australia a cohesive society? How far is Australia an important nation in Asia?
	4.2 Pose analysis questions that compare information and perspectives, using primary and secondary sources	In what ways are Sources 1 and 2 similar? In what ways are they different?
Level 4: At this level, students pose questions to clarify and interpret information and probe for causes and consequences (Year 6)	4.1 Pose analytical questions, for example, opposites	What divided Australians before 1901? What united them? Early colonists: Builders or destroyers?
Level 3: At this level, students pose questions to expand their knowledge of the world (Year 4)	3.1 Pose inquiry/research questions with the emphasis on Why? and How?	Why did the great journeys of exploration occur? How does the environment support the lives of people and other living things?
Level 2: At this level, students pose questions to identify and clarify issues, and compare information in their world (Year 2)	2.1 Pose questions that ask for identification of similarities or differences	In what ways are the same? In what ways are they different?
	1.2 Pose questions that begin with Is, Did, Can, Would, Will, Might, Should	Question Matrix HASS questions in the elaborations (F-6/7)



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Level 1: At this level, students pose factual and exploratory questions based on personal interests and experiences (F)	1.1 Pose questions that begin with What, When, Where, Why, Which, Who	Question Matrix HASS questions in the elaborations (F-6/7)
Level (derived from the Learning Continuum of the General Capability of Critical and Creative Thinking)	Indicative Behaviour Please note that this is not prescriptive and it is not comprehensive. There are many more types of questions that can be asked at each level.	Examples Please note that any questions can be asked at any level, for example, <i>what if?</i> questions can be asked at Foundation level.

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