The Australian
Curriculum

Subjects	F–6/7 HASS, 7–10 History, 7–10 Geography, 7–10 Civics and Citizenship, 7–10 Economics and Business and Work Studies
Year levels	Foundation Year, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, Year 7, Year 8, Year 9, Year 10 and Options
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The Australian Curriculum
Humanities and Social Sciences

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Humanities and Social Sciences

Overview

Introduction

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Key ideas

Through their learning in each subject or sub-strand, students develop knowledge and understanding relating to broader enduring ideas that underpin the Humanities and Social Sciences in the Australian Curriculum, which are represented in varying ways across the subjects. The key ideas are outlined below:

Who we are, who came before us, and traditions and values that have shaped societies

Students explore their own identity, Australia's heritage and cultural diversity, and Australia's identity as a nation in the world. They examine the significance of traditions and shared values within society.

How societies and economies operate and how they are changing over time

Students learn about Australian society and other societies in the world, both past and present; and how they function socially, culturally, economically and politically. Students examine developments that have resulted in or are bringing about change.

The ways people, places, ideas and events are perceived and connected

Students are provided with opportunities to explore different perceptions of people, places, ideas and events. They develop an understanding of the interdependent nature of the world and the interrelationships within and between the natural environment, human communities and economies. They explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.

How people exercise their responsibilities, participate in society and make informed decisions

Students examine how individuals and groups have participated in and contributed to society past and present. They examine the rights and responsibilities of individuals and groups over time and in different contexts. They develop an understanding of the need to make decisions, the importance of ethical considerations and being informed when making decisions, the processes for decision-making and the implications of decisions that are made for individuals, society, the economy and the environment.

Click on a segment of the diagram to access subject- or sub-strand-specific illustrations.
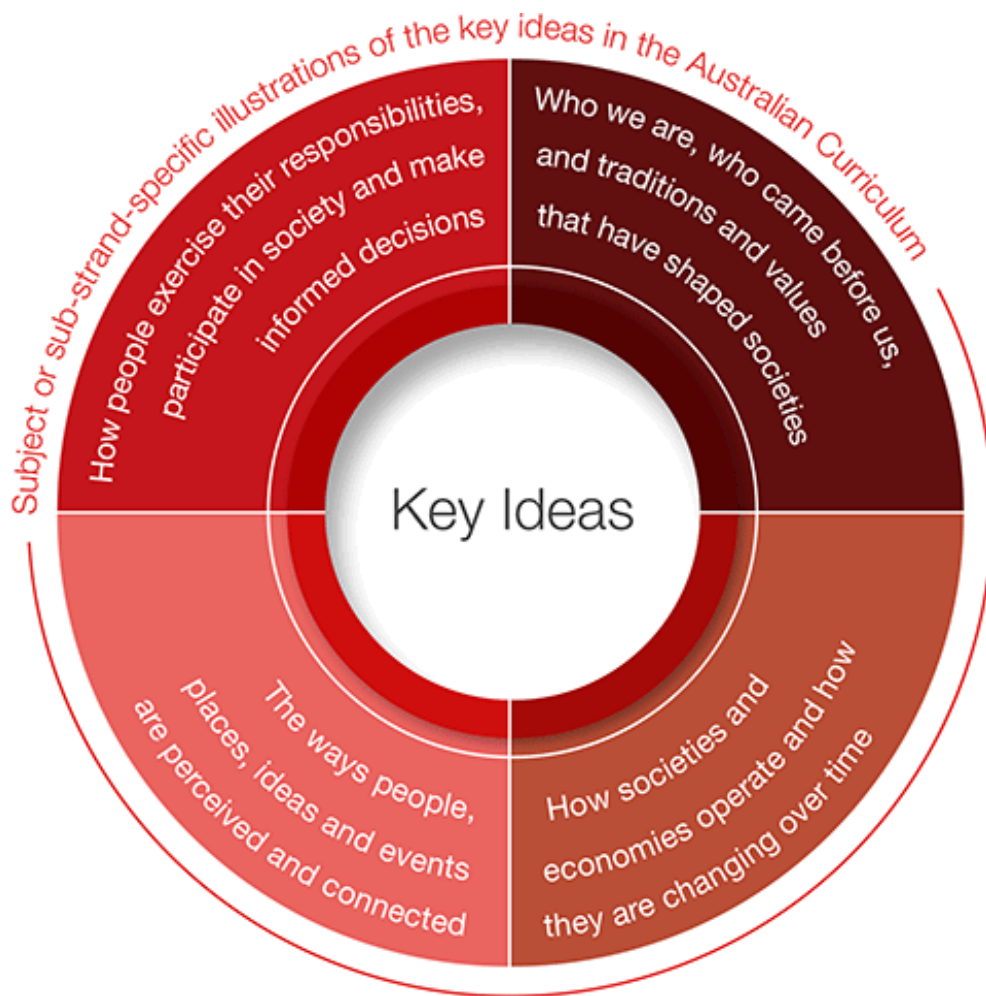
Figure 1: Subject or sub-strand-specific illustrations of the key ideas in the Humanities and Social Sciences curriculum

Who we are, who came before us, and traditions and values that have shaped societies

History

- Family, local and Australian history; and celebrations and commemoration
- The longevity of Aboriginal and Torres Strait Islander Peoples' histories and cultures
- The legacy of Ancient Greece and Ancient Rome

Geography

- The influence of culture on the organisation of places, and their representations
- Aboriginal and Torres Strait Islander Peoples' special connections to Country/Place
- The role of people's environmental worldviews in shaping societies

Civics and Citizenship

- The influence of social media in shaping identities and attitudes to diversity
- The shared values of Australian Citizenship
- The values that underpin Australia's system of government (including British and American influences and a Christian heritage)

Economics and Business

- The contribution of work to people's sense of identity
- The 'market system' as a defining feature of Australia's economy
- Influences on consumer and financial choices

How societies and economics operate and how they are changing over time

History

- The social structure of ancient societies and their legacy
- The impact of the significant periods on societies (Industrial Revolution, Renaissance, Scientific Revolution, Enlightenment, British imperialism, nationalism and globalisation)
- The development of democracy in Australia

Geography

- The human alteration of environments
- The role of government and non-government organisations in improving human wellbeing and planning for sustainable futures
- Migration and the increasing concentration of people in urban areas

Civics and Citizenship

- The operation of the three levels of government and Australia's legal system in Australia
- The development of self-government in Australia
- How governments respond to social and economic change

Economics and Business

- The influence of government on the ways markets operate in Australia
- The shifting importance of different sectors in the Australian economy
- How societies use limited resources for changing needs and wants now and in the future

The ways people, places, ideas and events are perceived and connected

History

- Different perspectives on the arrival of the First Fleet and the colonial presence
- The causes of and relationship between events such as World War I, World War II and the Cold War
- Global influences on Australian culture

Geography

- People's perceptions of places and how these influence their connections to different places
- How human and natural systems are connected and interdependent
- How places in Australia are connected to other places across the world

Civics and Citizenship

- How groups within society perceive each other and relate to one another
- The influence of global connectedness and mobility on Australian identity
- Australian's rights and responsibilities towards each other and Australia's international obligations

Economics and Business

- The performance of the Australian economy and how this is perceived by different groups
- How participants in the global economy are interdependent
- Different ways that entrepreneurs and businesses succeed

How people exercise their responsibilities, participate in society and make informed decisions

History

- The development of rights in Australia for women, children, Aboriginal and Torres Strait islander Peoples and other groups
- The participation of people in human rights and environmental campaigns in Australia
- The contributions and achievements of individuals and groups to Australia's development

Geography

- Strategies used to enhance the liveability of places
- World views about sustainability and environments and how they are expressed
- The management and planning of Australia's urban future

Civics and Citizenship

- The role of the electoral and representative systems of government
- The participation of groups in civic life, such as social, cultural, political and religious groups
- The importance of active and informed citizenship in decision-making and the use of democratic processes

Economics and Business

- The responsibilities of employers and employees in the workplace
- How individuals and businesses plan to achieve short- and long-term financial objectives
- The concept of opportunity cost as a means of making informed decisions about alternative uses of resources

Structure

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises five subjects: F–6/7 Humanities and Social Sciences, and Years 7–10 History, Geography, Civics and Citizenship and Economics and Business. In all five subjects, the curriculum is organised into two broad interrelated strands: knowledge and understanding, and inquiry and skills

In the F–6/7 Humanities and Social Sciences curriculum, history, geography, civics and citizenship and economics and business are presented as sub-strands of the knowledge and understanding strand. In these years, students are introduced to history and geography from Foundation Year, civics and citizenship in Year 3 and economics and business in Year 5. In Years 7–10, the curriculum is organised by subject. In Years 9 and 10, student access to Geography, Civics and Citizenship and Economics and Business will be determined by school authorities or individual schools.

Table 1: Humanities and Social Sciences in the Years F-10 curriculum

Foundation – Year 2	Years 3–4	Years 5–6/7	Years 7–10

History	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	History
Geography				Geography
Civics and Citizenship	N/A			Civics and Citizenship
Economics and Business	N/A	N/A		Economics and Business

PDF documents

Resources and support materials for the Australian Curriculum: Humanities and Social Sciences are available as PDF documents.

F-10 HASS Key ideas - Subject sub-strand illustrations

The Australian Curriculum
Humanities and Social Sciences - F–6/7 HASS

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Overview

Rationale

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The Australian Curriculum for the Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate. The Humanities and Social Sciences in F–6/7, which encompasses the knowledge and understandings of history, geography, civics and citizenship, and economics and business, gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

The Australian Curriculum for the Humanities and Social Sciences empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. The subject provides students with the skills, behaviours and capabilities that will equip them to face challenges in their lifetime and to participate in and contribute to the wellbeing and sustainability of the environment, the economy and society. Through studying Humanities and Social Sciences, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Through the Humanities and Social Sciences, students become well placed to contribute to Australia's ideas of a cohesive society, sustainable environment, productive economy and stable democracy.

Aims

The F–6/7 Australian Curriculum for Humanities and Social Sciences aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- the capacity to use inquiry methods and skills, including questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including critical and creative problem-solving, informed decision making, responsible and active citizenship, enterprising financial behaviour and ethical reflection.

Structure

The Australian Curriculum: Humanities and Social Sciences may be implemented as a combined F–6 program or as an F–7 program. The F–6/7 curriculum is organised into two interrelated strands: knowledge and understanding and inquiry and skills.

Knowledge and understanding strand

The F–6/7 Humanities and Social Sciences curriculum encompasses knowledge and understanding from the four sub-strands of history, geography, civics and citizenship, and economics and business. The curriculum includes the sub-strands of history and geography in Foundation Year to Year 2, and introduces the sub-strand of civics and citizenship in Year 3, and the sub-strand of economics and business in Year 5.

Table 1: Organisation of sub-strands in the Australian Curriculum: Humanities and Social Sciences (F-6/7)

Foundation – Year 2	Years 3–4	Years 5–6/7
Geography	Geography	Geography
History	History	History
N/A	Civics and Citizenship	Civics and Citizenship
N/A	N/A	Economics and Business

Concepts of disciplinary thinking

Each of the four sub-strands in the Humanities and Social Sciences has its own way of thinking. The Australian Curriculum: Humanities and Social Sciences focuses on developing students' ability to apply concepts of disciplinary thinking. The concepts of disciplinary thinking for each of the sub-strands are outlined below:

History: sources, continuity and change, cause and effect, significance, perspectives, empathy and contestability (View the concepts for developing historical thinking)

Geography: place, space, environment, interconnection, sustainability and change, applying this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations (View the concepts for developing geographical thinking)

Civics and citizenship: government and democracy, laws and citizens, and citizenship, diversity and identity

Economics and business: Resource allocation and making choices, the business environment, and consumer and financial literacy

Concepts of interdisciplinary thinking

Drawing on these concepts of disciplinary thinking, the Australian Curriculum identifies seven concepts that underpin Humanities and Social Sciences understanding: significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action. These concepts are outlined below.

Significance

The importance of something such as an issue, event, development, person, place, process, interaction or system over time and place

Continuity and change

Aspects of society, such as institutions, ideas, values and problems, that have stayed the same and changed over time (some point in the past and the present) or in the past (two points in the past)

Cause and effect

The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development

Place and space

The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern)

Interconnections

The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other

Roles, rights and responsibilities

The roles, rights and responsibilities of social, economic, civic and environmental participation, including those of individuals, communities and institutions

Perspectives and action

The ways in which different individuals and/or groups view something such as a past or present issue, idea, event, development, person, place, process or interaction and how these views influence their actions

Students' understanding of disciplinary and interdisciplinary concepts can be strengthened as they are experienced in an integrated way across sub-strands and other learning areas and through different topics or contexts.

Click on a segment of the diagram at Figure 1 below to access illustrations of how the concepts apply to each sub-strand.
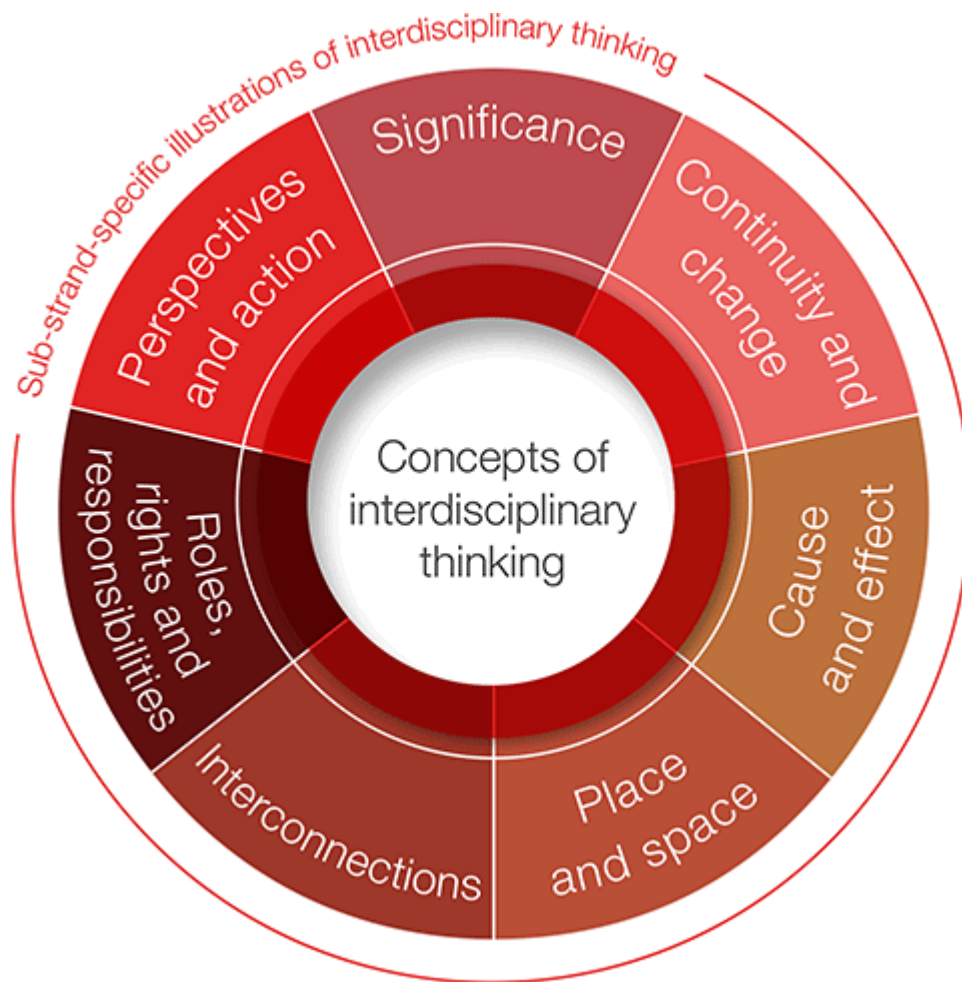
Figure 1: Sub-strand-specific illustrations of concepts of interdisciplinary thinking

Although some concepts are related to only one sub-strand, or more obviously related to some sub-strands than others, many apply to more than one sub-strand. For example, the concept of interconnections is drawn from interconnection in geography but also relates to social systems and structures in civics and citizenship and resource systems in economics and business. Similarly, the concept of significance is drawn from history, but can also apply to geography, civics and citizenship, and economics and business. The concepts are also interrelated; for example, it is often difficult to consider significance independent of perspectives, or cause and effect independent of change.

View the sequence of interdisciplinary thinking for the F–6/7 Humanities and Social Sciences.

Inquiry and skills strand

The Humanities and Social Sciences sub-strands include a range of skills that are represented broadly as questioning, researching, analysing, evaluating and reflecting, and communicating. Students apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

The inquiry skills in the Humanities and Social Sciences curriculum require explicit teaching, with the type of questions asked, the information, evidence and/or data gathered, and the analysis applied varying according to the sub-strand context.

Questioning

Students develop questions about events, people, places, ideas, developments, issues and/or phenomena – before, during and after stages of inquiry – to guide their investigations, satisfy curiosity and revisit findings.

Researching

Students identify and collect information, evidence and/or data from primary and secondary sources, including observations. They organise, sequence, sort and categorise them in a range of discipline-appropriate formats.

Analysing

Students explore information, evidence and data to identify and interpret features, distributions, patterns, trends and relationships, key points, fact and opinion, points of view, perceptions and interpretations. Students also identify the purpose and intent of sources and determine their accuracy and reliability.

Evaluating and reflecting

Students propose explanations for events, developments, issues and/or phenomena, draw evidence-based conclusions and use criteria and democratic processes to make informed decisions and judgements. They work with others with respect and reflect on learning to suggest courses of action in response to an issue or problem and predict possible and preferred effects of actions.

Communicating

Students present ideas, findings, viewpoints, explanations, predictions, decisions, judgements and/or conclusions in appropriate digital and non-digital forms for different audiences and purposes, using discipline-specific terminology.

Click on a segment of the diagram at Figure 2 below to access sub-strand-specific illustrations.

Figure 2: Sub-strand-specific illustrations of skills

The inquiry and skills strand has common content descriptions for Foundation Year – Year 2 and then for each band of schooling (Years 3–4, Years 5–6 and Year 7), yet with elaborations specific to each year to support the changing content of the knowledge and understanding strand.

Relationship between the strands

The two strands should be integrated in the development of a teaching and learning program. The knowledge and understanding strand, through the four sub-strands, is developed year by year and provides the contexts through which particular skills are developed.

Year level descriptions

Two year level descriptions are provided for each year level:

- A description for the subject at each year level: these descriptions give an overview of learning for the year level across the sub-strands and identify connections between the sub-strands.
- A description for each sub-strand: these descriptions provide the focus of study at each year level for that sub-strand. The descriptions identify the key concepts or ideas that are the focus for understanding and articulate how students' knowledge and understanding in each sub-strand will be developed.

Key inquiry questions

Two sets of inquiry questions are provided for each year level:

- Subject inquiry questions provide guidance on how learning in two or more sub-strands might be connected.

- Sub-strand inquiry questions provide a framework for developing students' knowledge and understanding, and inquiry and skills, in the sub-strand.

Both sets of inquiry questions are intended as suggestions for teachers. Teachers can choose to use the inquiry questions that are appropriate for their students, or they may adapt these or develop their own to suit their local context.

Achievement standards

The achievement standards describe expected learning at each year level. Each achievement standard describes the depth of conceptual understanding and the sophistication of skills expected of students.

There are two types of achievement standards offered in the F–6/7 Humanities and Social Sciences curriculum:

- An achievement standard at each year level for the F-6/7 Humanities and Social Sciences subject. This achievement standard provides a holistic statement of expected learning across the sub-strands.
- An achievement standard at each year level for each of the knowledge and understanding sub-strands.

The 'understanding' paragraph in the subject achievement standard (Humanities and Social Sciences achievement standard) is organised by sub-strand. The concepts of disciplinary thinking that students are expected to develop are identified in both the subject achievement standard (Humanities and Social Sciences achievement standard) and the sub-strand-specific achievement standards (history, geography, civics and citizenship, economics and business). For example, concepts of historical thinking that students are expected to learn are articulated in both the subject achievement standard and the history sub-strand achievement standard.

The concepts of disciplinary thinking are introduced to the achievement standards at different year levels, reflecting a progression of increasing breadth and depth of expected learning. For example, in history, the concepts of continuity and change, perspectives, empathy and significance are introduced in Foundation Year. Cause and effect is introduced to achievement standards in Year 2, sources in Year 3, and contestability in Year 7.

Although the achievement standards articulate the concepts of disciplinary thinking, the concepts of interdisciplinary thinking are also evident and can be used by teachers when they plan.

View the Sequence of Achievement for F–6/7 Humanities and Social Sciences.

Details for Figure 1: Sub-strand-specific illustrations of concepts of interdisciplinary thinking

Significance

The importance of something such as an issue, event, development, person, place, process, interaction or system over time and place

History

- The significance to society, particularly to Australian society, of places, events, ideas, phenomena and the contributions and achievements of people
- The legacy of past societies in present social, political, intellectual and economic life; the historical, cultural and spiritual value of the remains of the past; and what should be preserved and why
- How diverse groups celebrate and commemorate events and the significance of Country/Place to Aboriginal and Torres Strait Islander Peoples

Geography

- The significance of where things are located on the surface of the earth, and how they have been defined, named and given meaning by people in relation to security, identity, sense of belonging, wellbeing and opportunities
- The importance of the environment, its systems and processes, to the wellbeing of human and other life, and the significance of sustainable development for preferred futures
- The ways places are arranged and environments modified to enable liveability and important human activity

Civics and Citizenship

- The role of key values that underpin Australia's democracy, and the importance of rules and laws to Australia's social, environmental and economic stability and development
- The importance of cultural, religious and social groups to individual and group identity and belonging

Economics and Business

- The importance of business in providing goods, services and work, and of enterprising thinking and behaviours in responding to economic challenges in sustainable ways
- The value of information in making consumer and financial decisions

Continuity and change

Aspects of society, such as institutions, ideas, values and problems, that have stayed the same and changed over time (some point in the past and the present) or in the past (two points in the past)

History

- How human experiences, for example, family life, technology, colonisation, settlement, migration and citizenship, have differed and/or stayed the same over time
- How social, political, environmental and economic ideas, values and challenges have changed or remained the same over time, and the different ways people and institutions have responded to them
- Possible social and technological changes and continuities in the future

Geography

- Cyclical continuities and changes in natural systems in different places and over different time frames (for example, seasons), and how people perceive and represent environmental continuities and changes in diverse ways
- Modifications to environments as humans interact with the resources and processes within them, and ways that humans manage sustainability and change in natural and constructed environments
- How current processes of change can be used to predict change in the future and influence views of preferred sustainable futures

Civics and Citizenship

- Ways the Australian government and legal system maintain a stable democracy and a cohesive society and manage social, economic and environmental change
- How individuals and groups respond to change in a diverse society and generate social and political change at local and other levels

Economics and Business

- The variables which influence people's consumer and financial decisions
- Economic challenges in a changing world and changing ways people can respond

Cause and effect

The long-term and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development

History

- Reasons for social, political, environmental and economic events and developments over short and long time frames, and the effects on individuals, groups and societies
- How events, developments and ideas (for example, technology, exploration, citizenship, natural disasters) have shaped the daily lives of diverse people
- How the past and present might influence the future and how knowledge of the past and present can influence plans for possible and preferred futures

Geography

- How factors of culture, values, population, economy and technology affect how people perceive, adapt to and use similar environments in different ways
- How cause-effect relationships cross scales from the local to the global and the global to the local, such as the effect of local rubbish on far away marine ecosystems
- How human characteristics of a place (for example, economy, culture) are influenced by its environmental characteristics and resources; and how environmental characteristics of a place are influenced by human actions and environmental processes, over short to long time periods and at different scales

Civics and Citizenship

- The reasons for rules and laws, and the consequences for individuals, society and places when rules and laws are followed and not followed
- How the groups we belong to shape our values and identity, and how these influence our perceptions of other individuals and groups, and they of us

Economics and Business

- Influences on consumer decisions, the effects of these decisions on individuals, the community and the environment, and ways alternative choices can be evaluated
- Effects of economic challenges in a changing world, particularly the use and allocation of limited resources, and strategies that are used to manage possible effects in the present and future

Place and space

The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern)

History

- How places and the social and economic activities within them have changed and remained the same over time, including Australia's colonial and modern era
- Remains of the past and places of cultural or spiritual significance, such as buildings and commemoration sites, and what they reveal about the past
- The places and cultures of the world from where Australians of the past and present have immigrated, and how they influenced the places where they settled

Geography

- How places are described according to size, location, shape, boundaries, features and environmental and human characteristics, which can be tangible (such as landforms or people) or intangible (such as culture or scenic quality)

- How spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes
- The individual characteristics of places and how they form spatial distributions such as population density, urban patterns and road networks

Civics and Citizenship

- The services, facilities and laws at local, state and national levels, provided by Australian governments, to create a cohesive, stable and sustainable democracy and society
- How the values and beliefs of different groups and cultures are influenced by their location, and democratic ways that groups solve problems about the use and care for their place

Economics and Business

- The distribution of resources, services and industries locally, in Australia and beyond
- How industries influence the development of a place, such as work sites, roads, ports, shops and residential spaces

Interconnections

The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other

History

- Connections between significant and ordinary people, events, developments, phenomena and places through time
- How chains of events and developments over short and long timeframes are related through multiple causes and effects
- How places and peoples have been connected through human endeavour and cultural exchange over time, and what tangible and intangible remains of the past are evident in the present

Geography

- The variety of ways that places, and the people and organisations in them, are connected and how the nature of these connections are changing with communication and transport technology
- Environmental systems such as the water cycle and human systems such as cities, and how they are interconnected within and across systems, through flows of matter, energy, information and actions
- Factors that impact on the capacity of environmental systems to sustain human life and wellbeing

Civics and Citizenship

- Australia's Anglo-Celtic heritage, including the Westminster system, and its connection to key features and processes of Australia's government and legal systems
- How people are connected to each other through group belonging and community participation

Economics and Business

- How the provision of goods and services to satisfy consumers' needs and wants connects industries, businesses and workers, locally and globally
- The interrelationship between work, income, personal satisfaction and other factors (for example, resource consumption, community prosperity)

Roles, rights and responsibilities

The roles, rights and responsibilities of social, economic, civic and environmental participation, including those of individuals, communities and institutions

History

- The role and contribution of a range of individuals, groups and government to the development of society, economy and democracy in Australia and other places
- The experiences of citizenship and democratic rights in Australia and the struggle for these by some groups, including Aboriginal and Torres Strait Islander Peoples

Geography

- The custodial responsibility of Aboriginal and Torres Strait Islander Peoples' to Country/Place
- The role of humans in altering places or environments and the lives of people associated there, and the rights and responsibilities of people and government in managing the effects of such change

Civics and Citizenship

- The rights and responsibilities of Australian citizens at local to national levels, and the obligations citizens may have beyond their national border
- The roles, rights and responsibilities of electors and representatives in a democracy

Economics and Business

- The responsibility consumers and producers have for each other
- Types of work, and the rights and responsibilities of people in the workplace

Perspectives and action

The ways in which different individuals and/or groups view something such as a past or present issue, idea, event, development, person, place, process or interaction and how these views influence their actions

History

- Different values, attitudes, actions and practices of individuals and societies in the past, and how they are viewed in the present
- How representations of people from a range of groups in the past show social, cultural and emotional factors of the time and place
- Different and sometimes opposing perspectives about a person, event, development or phenomena of the past, and how these could create debate or conflict then or now

Geography

- The diversity of perceptions, experiences and feelings people have for places at scales from the local to global, and how people convey value of places through representations, actions and ways of caring
- How people's connections and proximity to other people and places affects their awareness and opinions
- The diverse views on how progress towards sustainability should be achieved, and the worldviews that inform these views such as stewardship

Civics and Citizenship

- How cultural, social and religious groups, and other groups with shared beliefs and values, work together to achieve civic goals
- The skills and democratic values that enable active and informed citizenship

Economics and Business

- The ways different groups, including Aboriginal and Torres Strait Islander peoples, value and use resources differently
- The personal, social, cultural and other factors that influence consumer choices of individuals and groups

Details for Figure 2: Sub-strand-specific illustrations of skills

Questioning

History

- Pose questions before, during and after an inquiry about the past and how the past relates to the present
- Develop questions that help identify the concepts of historical thinking (for example, sources)
- Develop questions to guide the stages of a historical inquiry, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)
- Create questions appropriate to their purpose (for example, open-ended questions for interviews, critical questions about source reliability, questions that follow cultural protocols)

Geography

- Pose questions before, during and after an inquiry about geographical phenomena and contemporary geographical challenges
- Develop questions that help identify the concepts of geographical thinking (for example, place)
- Develop questions to guide the stages of a geographical inquiry, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)
- Create questions appropriate to their purpose (for example, closed questions for surveys, questions that follow cultural protocols)

Civics and Citizenship

- Pose questions before, during and after an inquiry about civics and citizenship issues
- Develop questions that help identify the concepts of civics and citizenship (for example, democracy)
- Develop questions to guide the stages of an inquiry about civics and citizenship, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)
- Create questions appropriate to their purpose (for example, closed questions for surveys, questions that are sensitive to diverse viewpoints, questions for self-reflection)

Economics and Business

- Pose questions before, during and after an inquiry about economic or business issues or events
- Develop questions that help identify the concepts of economics and business (for example, consumer choices)
- Develop questions to guide the stages of an inquiry about economics and business, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)
- Create questions appropriate to their purpose (for example, closed questions for surveys, questions that are sensitive to diverse viewpoints, questions that consider ethical choices)

Researching

History

- Identify and locate primary (sources from the time) and secondary sources to support a historical inquiry
- Collect information, evidence and/or data using methods most suited to an historical inquiry (for example, interview, observation, digital search tools)
- Record, arrange and sort information about the past and how it relates to the present in a range of forms (for example, concept map, object display, table)
- Order information about lives, events developments and phenomena over time using sequences, timelines and oral recounting

Geography

- Identify and locate primary sources (for example, interviews, navigation journal, stories from Country/Place, field sketches) and secondary sources (for example, maps, diagrams) to support a geographical inquiry
- Use representations of place (for example, map, globe, model, picture) to gather geographical information
- Collect information and/or data using qualitative methods (for example, observation) and quantitative methods (for example, Google Earth, digital image search) suited to the geographical inquiry
- Record, organise and represent geographical information and/or data in appropriate forms (for example, map, scattergram, model, diagram)

Civics and Citizenship

- Identify and locate primary sources (for example, survey, interview, photograph) and secondary sources (for example, electoral data, news article, diagram, report) to answer questions about civics and citizenship
- Collect information and/or data using a range of methods (for example, interview, photograph, survey data) suited to civics and citizenship questions
- Record and represent civics and citizenship information and/or data in appropriate forms (for example, diagram, graph, table)

Economics and Business

- Identify and collect information and/or data using qualitative methods (for example, photograph, survey) and quantitative methods (for example, statistical data, advertisement) to explore economic and business processes and phenomena
- Categorise and arrange data for useful interpretation (for example, spreadsheet and database fields)
- Record and represent economic and business information and/or data in appropriate forms (for example, spreadsheet, model, graph, flowchart)

Analysing

History

- Apply relevant concepts of historical thinking (for example, cause and effect) when interpreting information, evidence and/or data about people, events and phenomena over time
- Identify and compare aspects of the past and present as represented in a range of sources, including facts and opinions, and different historical interpretations, points of view and perspectives
- Critique sources for their origin, purpose, reliability and usefulness to support a historical inquiry
- Identify patterns and trends and infer cause-effect and temporal relationships about people, events and phenomena of the past and present

Geography

- Apply relevant geographical concepts (for example, change) when interpreting information, evidence and/or data in a geographical inquiry
- Identify and compare information, evidence and/or data about places (for example, features of places; elements of environments; perceptions, points of view and perspectives about places)
- Analyse information and data in maps, charts, graphs, diagrams and tables to identify patterns, trends and anomalies and infer relationships
- Interpret information and/or data (for example, map, diagram, picture, report) to identify elements and processes in simple systems and to infer connections

Civics and Citizenship

- Apply relevant concepts of civics and citizenship (for example, identity) when interpreting information, evidence and/or data in an inquiry

- Identify and compare aspects of civics and citizenship as represented in a range of sources, including facts and opinions, points of view and perspectives
- Critique sources for their origin, purpose, reliability and usefulness when investigating civics and citizenship issues and phenomena
- Interpret civic information and/or data (for example, media report, voting statistics, census data) to identify distributions, patterns and trends and to infer correlations and relationships

Economics and Business

- Apply relevant concepts of economics and business (for example, resource allocation) when interpreting information, evidence and/or data in an inquiry
- Identify and compare aspects of economics and business as represented in a range of sources, including persuasive language, points of view and perspectives
- Critique sources for their origin, purpose, reliability and usefulness when examining economics and business issues and phenomena
- Interpret economics and business information and/or data (for example, media reports, voting statistics, census data) to identify distributions, patterns and trends and to infer correlations and relationships

Evaluating

History

- Apply relevant concepts of historical thinking (for example, significance) when proposing explanations, evaluations and conclusions about the past and how it relates to the present
- Evaluate the usefulness of sources in a historical inquiry and support conclusions with data and/or evidence
- Listen to, share with and engage with others to generate responses to issues and challenges about historical phenomena, people and events
- Reflect on learning about the past to predict possible changes and continuities, consider effects of proposed actions, and imagine preferred futures

Geography

- Apply relevant concepts of geographical thinking (for example, interconnections) when proposing explanations, evaluations and conclusions about places, environments and people's connections to them
- Evaluate the usefulness of sources in a geographical inquiry and support conclusions with data and/or evidence
- Listen to, share with and engage with others to generate responses to geographical issues and challenges
- Reflect on learning to predict the possible impact of a geographical event, issue, phenomenon and/or proposed action on people and places, and imagine preferred futures

Civics and Citizenship

- Apply relevant civics and citizenship concepts (for example, government) when proposing explanations, evaluations and conclusions in an inquiry
- Evaluate the usefulness of sources in an inquiry of civics or citizenship issues and phenomena and support conclusions with data and/or evidence
- Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue
- Reflect on learning to consider multiple perspectives and ambiguities associated with a civics or citizenship issue, predict possible effects of a proposed action, and imagine preferred futures

Economics and Business

- Apply relevant economics and business concepts (for example, opportunity-cost) when proposing explanations, evaluations and conclusions in an inquiry
- Evaluate the usefulness of sources in an economics and business inquiry and support conclusions with data and/or evidence

- Listen to, share with and engage with others to generate responses to economics and business challenges
- Reflect on learning to make decisions and recommend a course of action using cost-benefit analysis and criteria, and predict the potential consequences of the proposed action

Communicating

History

- Compose appropriate text types (for example, narrative recount and account, report, argument, biography) to convey findings, conclusions and understandings of a historical inquiry
- Select appropriate representations to suit and enhance their communication (for example, timeline, photograph, picture) in digital and non-digital modes
- Use accurate historical terms and concepts

Geography

- Compose appropriate text types (for example, description, report, argument) to convey findings, conclusions and understandings of a geographical inquiry
- Select appropriate representations to suit and enhance their communication (for example, map, diagram, field sketch) in digital and non-digital modes
- Use accurate geographical terms and concepts

Civics and Citizenship

- Compose appropriate text types (for example, report, argument, explanation) to convey findings, conclusions and understandings from a civics and citizenship inquiry
- Select appropriate representations to suit and enhance their communication (for example, chart, diagram, photograph, audio file) in digital and non-digital modes
- Use accurate civics and citizenship terms and concepts

Economics and Business

- Compose appropriate text types (for example, report, memo, plan, budget, argument, explanation) to convey findings, conclusions and understandings from an economics and business inquiry
- Select appropriate representations to suit and enhance their communication (for example, flowchart, diagram, categorised list) in digital and non-digital modes
- Use accurate economic and business terms and concepts

PDF documents

Resources and support materials for the Australian Curriculum: Humanities and Social Sciences F-6/7 are available as PDF documents.

F-6/7 HASS - Combined Sequence of Content

F-6/7 HASS - Combined Sequence of Achievement

F-6/7 History - Sequence of Achievement

F-6/7 Geography - Sequence of Achievement

F-6/7 Civics and Citizenship - Sequence of Achievement

F-6/7 Economics and Business - Sequence of Achievement

F-6/7 HASS - Key skills - sub-strand illustrations

F-6/7 HASS - Concepts for developing historical thinking

F-6/7 HASS - Concepts for developing geographical thinking

F-6/7 HASS - Concepts of interdisciplinary thinking - sub-strand illustrations

F-6/7 HASS - Curriculum-on-a-page Foundation

F-6/7 HASS - Curriculum-on-a-page Year 1

F-6/7 HASS - Curriculum-on-a-page Year 2

F-6/7 HASS - Curriculum-on-a-page Year 3

F-6/7 HASS - Curriculum-on-a-page Year 4

F-6/7 HASS - Curriculum-on-a-page Year 5

F-6/7 HASS - Curriculum-on-a-page Year 6

F-6/7 HASS - Curriculum-on-a-page Year 7

Foundation Year

My personal world

The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on the student's own history and their own place. They explore why places are special to them and others. As students explore the people and features of their social and physical worlds, they examine representations of place and sources, which may include stories from family members and from different cultures. They may also study places of similar size that are familiar to them or that they are curious about, coming to see how people feel about and look after places. Learning about their own heritage and their own place contributes to students' sense of identity and belonging, beginning the idea of active citizenship.

The content provides opportunities for students to begin to develop humanities and social sciences understanding through key concepts including **significance, continuity and change, place and space** and **perspectives.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands*:* knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by **inquiry questions**. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- Who am I, where do I live and who came before me?
- Why are some places and events special and how do we know?

Foundation Year Content Descriptions

Inquiry and skills

Questioning	Elaborations

Pose questions about past and present objects, people, places and events (ACHASSI001)

- posing questions about family and places having explored sources relating to their own life (for example, sources such as family interviews, photographs, stories, film, classmates' paintings, excursions to places)

- inquiring about the lives, places and events of family members and inquiring about their own history (for example, asking the questions 'How old was I?' 'Where was I?' and 'What was I doing?' in response to family photographs)

- posing questions about artefacts of the past (for example, 'Is it old or new?', 'What was it used for?') and representations of places (for example, 'Where is this place?', 'What does this show?' and 'What is that?')

- asking questions about the place they are in after being encouraged to observe it using different senses

Researching	Elaborations

Collect data and information from observations and identify information and data from sources provided (ACHASSI002)

- exploring sources (for example, pictures, photographs, story books, artefacts, excursions to places, family interviews) to gain information about the past

- listening to stories from oral, audiovisual and other sources to find information about family, friends, celebrations, places and Aboriginal and Torres Strait Islander cultures

- observing the features of a special place (for example, their bedroom, under a tree) or local place (such as a beach, farm or ceremony site) and recording these observations

Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003)	• displaying sources related to an investigation (for example, historical sources such as pictures, photographs, family mementoes and geographic sources such as items collected in the field, sketches of observations, measurements)
	• contributing information to shared records of places, families and friends (for example, adding personal details to murals, concept maps, tally charts and pictorial tables)
	• illustrating on a pictorial map, or by making a model, the location of their home in relation to school or other features of the local area
	• creating representations to show the location of features of familiar places (for example, making a map and illustrating it with pictures; using objects to create bird's eye view models)
Sequence familiar objects and events (ACHASSI004)	• ordering images and objects (for example, photographs, drawings or artefacts) to show a sequence of significant personal events or milestones (such as age when beginning to walk and talk, at the birth of a sibling, when moving house, when new teeth appear, on the first day at school)
	• drawing story maps of events described in story books or in stories told by a storyteller

Analysing	Elaborations
Explore a point of view (ACHASSI005)	• comparing aspects of the childhood of parents, grandparents, elders or a familiar older person, with similar aspects of childhood today (for example, the favourite games of a familiar older person with those of self and class friends)
	• identifying places in the playground or local area that they like or places they like to avoid, and talking about the reasons for their feelings

Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006)	• talking about differences between objects from the past and those of the present using comparative language (for example, 'This toy is older', 'My new computer game is more fun than the old one', 'This tree is older than …')
	• distinguishing between older and newer, using such clues as the condition of the object, the width of a tree, the height of a person
	• identifying natural and constructed features of a place that have changed over time and those that have remained relatively unchanged
Interpret data and information displayed in pictures and texts and on maps (ACHASSI007)	• talking about the relevance of information to a task (for example, how to find treasure on a treasure map, why a class timetable is helpful, how a weather map can help us decide what clothes to wear)
	• sorting pictures of places and people using criteria such as old/new, younger/older, same/different, outside/inside, safe/not safe, special/not special

Evaluating and reflecting	**Elaborations**
Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008)	• suggesting ideas about the use of objects from the past and proposing reasons why the objects might have been important
	• identifying how a story connects with an aspect of their family history (for example, how a story book shows how and where their grandparents or a familiar older person once lived)
Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009)	• talking about what has been learnt about a place or site of significance to themselves or others and if they would like it to stay the same in the future
	• describing or drawing special places, telling what they have learnt that makes them special and suggesting how to behave when there

Communicating	**Elaborations**

Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010)	• describing events they have experienced and/or different places they have visited, using different modes of communication, (for example, orally, through objects, pictures and drawings, role-play and photographs)
	• reporting family history by presenting information in talk, drawings and play and by creating imaginative responses
	• using simple terms to denote the passage of time (for example, 'then', 'now', 'yesterday', 'today', 'tomorrow') when talking about their experiences
	• using appropriate terms to describe the direction and location of a place (for example, 'near and far', 'above and below', 'beside and opposite')

Knowledge and Understanding

History	Elaborations

Concepts for developing understanding

The content in the history sub-strand in this year gives students opportunities to develop historical understanding through key concepts including **continuity and change, perspectives**, **empathy** and **significance.** Through studies of their family, familiar people and their own history, students look at evidence of the past, exposing them to an early understanding that the past is different from the present (continuity and change). They come to understand why some events are important in their own and others' lives (significance), and how different people commemorate events that are important to them (empathy, perspectives).

Inquiry Questions

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011)	• identifying and naming the different members of a family (for example, mother, father, step-parent, caregiver, sister, brother, grandparent, aunty, uncle, cousin) and creating concept maps of their family with pictures or photographs to show the relationship between family members
	• finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map

How they, their family and friends commemorate past events that are important to them (ACHASSK012)	• making a calendar of commemorative events that students, their family and friends celebrate (for example, birthdays, religious festivals such as Easter, Ramadan, Buddha's Birthday, Feast of Passover; family reunions and community commemorations such as NAIDOC week and Anzac Day) and discussing why they are important
	• recognising 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to recognise that the Country/Place and traditional custodians of the land, sea, waterways and sky are acknowledged
How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)	• engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander Peoples and recognising that the past is communicated through stories passed down from generation to generation
	• sharing the story of an object from their family's past (for example, a photograph, old toy, statue, medal, artwork, jewellery, stories), describing its importance to the family and creating a class museum
	• recognising that stories of the past may differ depending on who is telling them (for example, listening to stories about the same event related by two different people such as a mother and a grandmother)
	• using images, students' stories and stories from other places to explore what families have in common (for example, people who provide for their needs and wants, love, safety, rituals, celebrations, rules, change such as new babies and dying)

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides ways of developing students' understanding of **place, space** and **environment**. Students explore the place they live in and belong to, and learn to observe and describe its features, and why it is important to them. They explore their own special places, how they feel about them, what makes them special, and how they can care for them (place, environment). They learn that their place is also the place of Aboriginal or Torres Strait Islander Peoples (place). The idea of location is introduced through learning about representations on which places can be located and drawing story maps and creating models to show where familiar places and features are located (space).

Inquiry Questions

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

The representation of the location of places and their features on simple maps and models (ACHASSK014)	• creating story maps or models to represent the location of the places and features they pass on their way to school
	• identifying the ways Aboriginal and Torres Strait Islander Peoples represent the location of Country/Place and their features (for example, by inscriptions on stone, stories, sand drawings, paintings, song, music and dance)
	• describing how the globe is a representation of the world and locating Australia and other places on a globe
The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)	• identifying the places they live in and belong to (for example, a neighbourhood, suburb, town or rural locality)
	• describing the features of their own place and places they are familiar with or they are aware of (for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television)
	• identifying how places provide people with their basic needs (for example, water, food and shelter) and why they should be looked after for the future
The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (ACHASSK016)	• identifying and using the name of the local Aboriginal or Torres Strait Islander language group
	• identifying how and why the words 'Country/Place' are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong
	• inviting members of the traditional owner group to talk about Country/Place and places of cultural and historical significance to the Aboriginal or Torres Strait Islander community in the local neighbourhood, suburb, town or rural area
	• identifying local Aboriginal and/or Torres Strait Islander landmarks in the local area

The reasons why some places are special to people, and how they can be looked after (ACHASSK017)

- identifying places they consider to be 'special' (for example, their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance) and explaining why the place is special to them

- describing the features of places that are special to them based on what they see, hear, smell and feel

- discussing different ways they could contribute to caring for special places including those that are unique

Foundation Year Achievement Standard

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

Foundation Year Sub-strand-specific Achievement Standards

History

By the end of the Foundation year, students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students sequence familiar events in order. They respond to questions about their own past. Students relate a story about their past using a range of texts.

Geography

By the end of Foundation Year, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share and compare observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.

Year 1

How my world is different from the past and can change in the future

The Year 1 curriculum provides a study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to. They examine their daily family life and how it is the same as and different to previous generations. They investigate their place and other places, their natural, managed and constructed features, and the activities located in them. They explore daily and seasonal weather patterns and how different groups describe them. They anticipate near future events such as personal milestones and seasons. The idea of active citizenship is introduced as students explore family roles and responsibilities and ways people care for places.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; place and space; roles, rights and responsibilities;** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by **inquiry questions**. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How has family life and the place we live in changed over time?
- What events, activities and places do I care about? Why?

Year 1 Content Descriptions

Inquiry and skills	
Questioning	**Elaborations**

Pose questions about past and present objects, people, places and events (ACHASSI018)	• posing questions with the stems 'where', 'what', 'how' and 'why' about families, celebrations, places and the weather
	• asking questions before, during and after listening to stories about people and places and about their past and present
	• preparing questions for parents and members of older generations about how they lived in the past, where they lived and the places they value
	• collecting and displaying everyday objects (for example, toys, telephone, radio, cooking utensils, clothes) and other sources (for example, photos, found objects, maps, observation sketches) to stimulate 'Where', 'What', 'When', 'How' and 'Why?' questions

Researching	Elaborations
Collect data and information from observations and identify information and data from sources provided (ACHASSI019)	• exploring stories from the past and present about people and families (for example, fiction books, letters, diaries, songs) and about places (for example, myths, Dreaming and Creation stories, fiction, story maps, films)
	• gathering evidence of change in a local place (for example, by comparing current observations of a place with photographs of it taken in the past)
	• using geographical tools (for example, photographs taken from the air, Google Earth or digital image searches) to locate and identify the different features of places and how they have changed over time, including places with largely natural features and those with largely constructed features
	• gathering information about the weather and seasons from the media, their own observations and from stories (for example, Aboriginal and Torres Strait Islander stories)

Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI020)	• creating and sharing concept maps to show personal understanding of their world (for example, a web of family relationships and connections, or a mental map of their place and its important features or spaces)
	• making artefact and photo displays to show the features of a place (for example, collections of natural and constructed things from the environment) or to show the passing of time (for example, collections of things used when growing older, toys used by different generations) and labelling the display with simple captions
	• recording data about the location of places and their features on maps and/or plans (for example, labelling the location of their home and daily route to school on a map of the local area, drawing a plan of their classroom and labelling its activity spaces)
	• developing a pictorial table to categorise information (for example, matching clothes with seasons, activities with the weather, features and places, places with the work done)
Sequence familiar objects and events (ACHASSI021)	• using visual representations such as a 'days of the week' chart, a class timetable or a calendar to sequence events or tasks
	• describing what they see as they move from one point to another (for example, going from home to school, from the classroom to the library)

Analysing	Elaborations
Explore a point of view (ACHASSI022)	• comparing students' daily lives and those of their parents, grandparents, elders or familiar older person, and representing the similarities and differences in graphic form (for example, in a Venn diagram or Y-chart)
	• sharing personal preferences about their world (for example, their favourite weather, activities, places, celebrations) and explaining why they are favoured

Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023)	• identifying similarities and differences between activities over time by comparing objects of the past with those currently used (for example, comparing toys, games, clothes, phones, cooking utensils, tools, homework books)
	• using comparative language when describing family life over time and/or comparing features of places, such as 'smaller than', 'bigger than', 'closer', 'further', 'not as big as', 'younger/older than', 'more rainy days', 'fewer/less', 'hottest/coldest', 'sunnier', 'windier than'
	• exploring Aboriginal and Torres Strait Islander stories, traditional and contemporary, about places and the past and how places have changed
	• categorising objects, drawings or images by their features and explaining their reasoning, for example, categorising the features of a local place into natural (native forest), constructed (street of houses) and managed (windbreak of trees)
Interpret data and information displayed in pictures and texts and on maps (ACHASSI024)	• finding the meaning of unfamiliar vocabulary relating to the past (for example, games such as jacks/knuckles and elastics; technology tools such as floppy discs or USBs, record player, cassette player)
	• using information gained from sources (for example, stories, photographs, fieldwork observations, satellite images, rock art) to answer 'when', 'where', 'what', 'how' and 'why' questions
	• finding a hidden item using a map or plan that shows its location

Evaluating and reflecting	Elaborations

Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI025)	• using collected information (for example, from stories told by parents, grandparents, elders or familiar older people; from geographic pictures) to make conclusions about change over time and place (for example, how occupations and/or technologies have changed; how places and behaviours change because of the seasons)
	• making conclusions after collecting and recording information about events over time (for example, a birthday chart that shows most class members are the same age; stories and pictures which confirm continuity of events over time, such as the local show) or about types of homes and locations where class members live (for example, an illustrated map showing that some students live in town, some live on a farm, some live in a unit, or some live in a house)
	• imagining what the future may hold based on what they know of the past and present (for example, envisioning what the town they live in might look like in the near future by comparing photographs of the past with their observation of the present) or envisaging how an environment might change due to human activity (such as when a new planting of street trees grow)
Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026)	• recalling information about a place or a site and giving reasons why it should be cared for and commemorated or celebrated
	• describing features of a space or place (such as a chicken coop, a play area, their bedroom, the reading corner, the beach) that is important to them and explaining what they could do to care for it
	• discussing how their behaviours reflect what they have learnt about caring for important places and significant sites (for example, taking care around school wildlife, turning off taps and lights, following etiquettes in special sites)
	• imagining how a local feature or place might change in the future and proposing action they could take to improve a place or influence a positive future

Communicating	Elaborations

Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI027)

- creating shared texts (for example, pictorial charts, calendars, lists, recounts, wall murals/collages, big books) to record observations or report findings

- retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs

- using terms to denote the sequence of time (for example, 'then', 'now', 'yesterday', 'today', 'past', 'present', 'later on', 'before I was born', 'in the future' and 'generations')

- explaining to classmates where places are, and the directions to be followed when moving from one place to another, with the use of appropriate terms for direction and location (for example, terms such as 'beside', 'forward', 'up', 'down', 'by', 'near', 'further', 'close to', 'before', 'after', 'here', 'there', 'at')

Knowledge and Understanding

History	Elaborations

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **continuity and change, perspectives, empathy** and **significance**. The content for this year focuses on similarities and differences in family life over recent time (continuity and change, perspectives) and how people may have lived differently in the past (empathy). Students' understanding is further developed as they consider dates and changes that have personal significance (significance). As students continue to explore the past and the present, they begin to speculate about the future (continuity and change).

Inquiry Questions

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028)	• considering a range of family structures (for example, nuclear families, one-child families, large families, single parent families, extended families, blended (step) families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages
	• comparing families in the present with those from the recent past (the families of parents, grandparents or familiar older person) in terms of their size and structure (for example, the different types of family such as nuclear, single parent, blended)
	• examining and commenting on the roles of family members over time (for example, listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example, work at home, work outside the home, child care, gender roles, children's responsibilities, pocket money)
How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029)	• predicting, using knowledge of the past and present (for example, what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons) and ordering these references to time in sequence using terms such as 'before', 'after', 'next', 'then', 'a long time ago', and 'then and now'
	• exploring how cultures recognise significant events (for example, the Chinese describe a child as being one year old on the day he/she is born; some religious groups don't celebrate birthdays)
	• identifying dates and changes that have personal significance (for example, birth dates, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to students' cultural backgrounds
	• examining seasonal calendars of Aboriginal and Torres Strait Islander groups (for example, the Gagudju (Kakadu) and the D'harawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and north-east Tasmania with three)

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)	• comparing and commenting on photographs and oral histories (for example, talking to parents, grandparents and other elders) to find out how daily lives have changed
	• comparing what has changed over time (for example, homes, family traditions, leisure, communication technology, rules, how needs were met then and now, wants, and shopping/consumer habits)

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place**, **space, environment** and **change.** Students learn about the natural, managed and constructed features of places and how these features provide evidence of change (place, environment, change). Students understand that important activities are located in places and explore where they are located, and why (space). Students study the daily and seasonal weather patterns of their place and of other places, including how seasonal change is perceived by different cultures (place, environment). They come to understand how places are cared for (environment).

Inquiry Questions

- What are the different features of places?
- How can we care for places?
- How have the features of places changed?

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)	• using observations of the local place to identify and describe natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) and locating them on a map
	• recounting Dreaming and Creation stories of Aboriginal Peoples and Torres Strait Islander Peoples that identify the natural features of a place
	• using observations and/or photographs to identify changes in natural, managed and constructed features in their place (for example, recent erosion, revegetated areas, planted crops or new buildings)
	• describing local features people look after (for example, bushland, wetland, park or a heritage building) and finding out why and how these features need to be cared for, and who provides this care

The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032)	• describing the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind, and comparing it with the weather of other places that they know or are aware of
	• comparing the Aboriginal or Torres Strait Islander People's seasonal calendar for the local area with one students are familiar with, such as the four-seasons calendar derived from Europe
Activities in the local place and reasons for their location (ACHASSK033)	• identifying the activities located in their place (for example, retailing, medical, educational, police, religious, office, recreational, farming, manufacturing, waste management activities), locating them on a pictorial map, and suggesting why they are located where they are
	• identifying which resources they can recycle, reduce, re-use or none of these, and what local spaces and systems (for example, rules, signs, waste collection truck routes) support these activities
	• exploring activities in the local rivers, lakes and coastal waters and identifying constructed features (for example, Aboriginal eel traps, jetties, shark nets, fish farms)
	• describing how they rearrange the space within the classroom for different activities (for example, reading time or a drama)

Year 1 Achievement Standard

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

Year 1 Sub-strand-specific Achievement Standards

History

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same.

Students sequence personal and family events in order, using everyday terms about the passing of time. They respond to questions about the past using sources provided. Students relate stories about life in the past, using a range of texts.

Geography

By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and identify where features of places are located. They recognise that people describe the features of places differently. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by locating and interpreting information from sources provided. They represent the location of different places and their features on labelled maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

Year 2

Our past and present connections to people and places

The Year 2 curriculum extends contexts for study beyond the personal to the community and to near and distant places that students are familiar with or aware of, exploring connections between the past and present and between people and places. Students examine remains of the past in their local area, coming to understand how connections have changed the lives of people over time and space and how their community values and preserves connections to the past. They study where they are located in the world and how the world is represented on maps and through place names that reveal the history and value of these places. Students explore other cultures' connections to their local place and their own connections to distant places. Through a study of technological change, students see how they are both similar and different to people in the past and how they are connected to places near and far. The idea of citizenship is introduced as students think about how people are connected.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance, continuity and change, cause and effect, place and space, interconnections** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- What does my place tell me about the past and present?
- How are people connected to their place and other places, past or present?
- How has technology affected daily life over time and the connections between people in different places?

Year 2 Content Descriptions

Inquiry and skills	
Questioning	**Elaborations**

Pose questions about past and present objects, people, places and events (ACHASSI034)

- developing how, when, where, why questions at the start of and during an investigation and then revisiting the questions to check if they have been answered

- developing inquiry questions about a historical site (for example, 'What does it look like now?', 'What condition is it in?', 'What was its purpose?', 'How might its use have changed?', 'How was it built/created?', 'Who built it?', 'How is it now used?', 'Why is it important?')

- developing inquiry questions about places (for example, 'What are the features of the place?', 'How far away is it?', 'How easy is it to get to?', 'How am I connected to it?')

- posing questions using the stems, 'How do I feel about …', 'What would it be like to …' and 'What effect …'

Researching	Elaborations

Collect data and information from observations and identify information and data from sources provided (ACHASSI035)

- identifying information in sources relevant to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) and sources relevant to learning about places (satellite images, globes, diagrams, measurements, field photographs)

- locating historical evidence of the local community's past (for example, place and street names that commemorate people, monuments, built and non-built historical landmarks, middens, remnants of native vegetation and old building remains)

- surveying peers to discover how they are connected to people in other places in Australia and the world, or to find out how frequently they visit places and for what purpose

- exploring Aboriginal and Torres Strait Islander Peoples' connections to Country/Place through oral histories Dreaming and Creation stories, dance, art and cultural representations

Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI036)	• sorting and recording written or pictorial information or survey results in tables under headings such as 'then/now', 'past/present/future', 'places near/far', 'places visited', 'purpose', 'frequency', 'distance'
	• creating pictorial maps with annotations to show familiar local and/or historical sites, their features and location, and adding further information as extra sites are identified
	• locating the places they are connected to (such as through family, travel, friends), or the places they visit for shopping, recreation or other reasons on a print, electronic or wall map
	• making a map or plan of significant places in the community, incorporating symbols to show location of objects or significant features
Sequence familiar objects and events (ACHASSI037)	• ordering key events in the history of the local community or in its development (for example, the history of the school; developmental stages of telecommunications technologies)
	• creating a timeline, slideshow or story to show how things develop sequentially (for example, seasonal change in plants, cycles of the weather, personal growth milestones)

Analysing	Elaborations
Explore a point of view (ACHASSI038)	• discussing why some places are considered special or significant by others (for example, by parents, Aboriginal or Torres Strait Islander Peoples, their grandparents or familiar elders their friends, returned soldiers, wildlife workers)
	• examining the points of view of older generations about changes over time (for example, changes to the natural or built environment, changes to daily living)
	• listening to different stories (for example, Dreaming and Creation stories) about reasons for the change of seasons or about how natural features of Earth were created

Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039)	• comparing places that differ over time or across location (for example, climate, natural environment, plants, animals, people's home)
	• identifying how objects and activities are similar or different depending on conditions in local and distant places (for example, clothes, transport, technology)
	• identifying features of a site that reveal its past (such as decorations and plaques on buildings) and suggesting clues that help understanding of its history (such as dates, ageing, building style)
	• examining a historical site (for example, a home, a school) to explore how technology has changed life over time (for example, how and where food was obtained and prepared, how people travelled, how people stayed warm or cool, how sewerage was managed, types of work, the roles of men, women, boys and girls)
Interpret data and information displayed in pictures and texts and on maps (ACHASSI040)	• interpreting distance on maps using terms such as 'metres', 'distant', 'close', 'local', 'many hours in a bus/car/plane', 'walking distance' to decide on the accessibility of different features and places
	• interpreting flowcharts and geographic and concept maps to explore system connections (for example, places members of their class are connected to, where some food comes from, how Aboriginal songlines connect places)
	• interpreting symbols and codes that provide information (for example, map legends)
	• explaining what intangible boundaries mean or why they exist (for example, the equator as a division on a globe, out-of-bounds areas shown on a plan of the school)
Evaluating and reflecting	**Elaborations**

Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041)	• drawing conclusions about how traditional Aboriginal and Torres Strait Islander Peoples were able to overcome the constraints of distance (for example, trading goods and ideas across the continent and its islands)
	• making generalisations from data showing patterns and relationships (for example, the relationship between the distance of places and the frequency of visits to them; between rubbish in the school and eating areas; between marine animals and where human rubbish may go; between climate zones and clothing or housing)
	• discussing the history or value of places in the local community from an exploration of place names (for example, place names that are linked to Aboriginal and Torres Strait Islander Peoples, historical events, early settlers, and political, religious and social figures)
Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042)	• reflecting on their increasing knowledge of special places and natural systems in their local area and, whether their ideas about and behaviours have changed as a result of greater understanding
	• sharing with their teacher, other students and members of their family what they know and have learnt about connections with other places, and explaining the significance of these connections
	• using their knowledge about a familiar place or site to imagine how it might change in the future and how they can influence a positive future for it
Communicating	**Elaborations**

Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI043)

- conveying information about the past and familiar places by representing ideas in written, spoken, pictorial or performance modes and by creating imaginative responses

- composing reports with multimedia to share findings (for example, findings of a comparison of past and present daily life, a report on how access to and use of a place has changed over time, or recommendations on a building of significance)

- describing a significant person from their community's past in a short report or biography or through a fictional journal based on facts

- using terms in speech and writing to denote the passing of time (for example, 'in the past', 'years ago', 'the olden days', 'in the future') and to describe direction and location (for example, north, south, opposite, near, far)

Knowledge and Understanding

History	Elaborations

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy** and **significance**. Through studies of their local area, students explore, recognise and appreciate the history of their community. Students examine remains of the past and consider why they should be preserved (significance, cause and effect, perspectives). They examine the impact of technology of people's lives (continuity and change, cause and effect), and speculate about people's lives in the past to further develop their understanding that people lived differently in the past (continuity and change, perspectives, empathy).

Inquiry Questions

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)	• using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community
	• suggesting reasons for the location of a local landmark (for example, community building, landmark or war memorial) before searching for resources that provide an explanation
	• investigating the history of a chosen person, building, site or landmark in the local community using sources (for example, books, newspapers, oral histories, audiovisual material, digital sources, letters, photographs) and relating a story which these reveal about the past
The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045)	• discussing why a particular site has heritage significance/cultural value for present generations (for example, it provides a record of a significant historical event, has aesthetic value, reflects the community's identity)
	• identifying, in consultation with Aboriginal and Torres Strait Islander Peoples, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander Peoples (for example, engraving sites, rock paintings, natural sites or features such as the Birrigai rock shelter, creeks or mountains)
	• identifying and designing a local historical tour of a building or site (for example, one related to a particular cultural group)

How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)

- examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example, changes to land, air and sea transport; the move from wood-fired stoves to gas/electrical appliances; the introduction of transistors, television, FM radio and digital technologies; how people shopped and what they liked to buy, changes in the nature of waste and how waste is managed)

- identifying technologies used in the childhoods of their grandparents or familiar elders and in their own childhood, and finding out where each was produced

- examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example, Arrernte children learn to play string games so they can remember stories they have been told)

- creating models of toys used by children who lived when electricity was not available

- identifying some rules for children of past generations that do not apply in the present, and some rules of the present that did not exist in the past due to technological changes

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment** and **interconnection**. Students develop a mental map of the world by learning the major geographical divisions on Earth (place, space, environment) and where they are located in relation to Australia (space). Students learn about the hierarchy of scale by which places are defined – from the personal scale of their home to the national scale of their country (scale). Students explore how distance and accessibility influence how often they visit places, and for what purpose (space, interconnection) and investigate their links with places locally and throughout the world (interconnection). They see how places have meaning to people and the connection Aboriginal and Torres Strait Islander Peoples have with Country/Place (place, environment, interconnection).

Inquiry Questions

- What is a place?
- How are people connected to their place and other places?
- What factors affect my connection to places?

The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047)	• investigating the definition of a continent and the seven-continent and six-continent models
	• using geographical tools (for example, a globe and world map) or digital applications such as Google Earth to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres and then labelling an outline map
	• describing the location of continents and oceans relative to Australia, using terms such as north, south, opposite, near, far
The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048)	• examining the names of features and places in the local area, the meaning of these names and why they were chosen
	• investigating the names and meanings given to local features and places by the local Aboriginal or Torres Strait Islander Peoples
	• describing the scale of places, from the personal (home), the local (their suburb, town or district), the regional (state) to the national (country)
The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)	• explaining that some Aboriginal and Torres Strait Islander people have special connections to many Countries/Places (for example, through marriage, birth, residence and chosen or forced movement)
	• discussing how some people are connected to one Country (for example, because it is "mother's" Country or "father's" Country)
	• describing the connections of the local Aboriginal and Torres Strait Islander Peoples with the land, sea, waterways, sky and animals of their Country/Place, and how this influences their views on the use of environmental resources

The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)	• examining the ways people are connected to other places (for example, through relatives, friends, things people buy or obtain, holidays, sport, family origin, beliefs, or through environmental practices such as where their waste ends up and its effect on people there)
	• exploring how their place may be connected to events that have happened in other places (for example, sporting events such as the Olympic Games or natural disasters like the tsunami in Indonesia)
The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)	• investigating the places they and their families visit for shopping, recreation, religious or ceremonial activities, or other reasons
	• suggesting what their pattern of visits to places might have been one or two generations ago and comparing this to their current pattern
	• investigating how people's connections with places are affected by transport and information and telecommunications technologies

Year 2 Achievement Standard

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

Year 2 Sub-strand-specific Achievement Standards

History

By the end of Year 2, students describe a person, site and/or event of significance in the local community. They identify how and why the lives of people have changed over time while others have remained the same.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided to answer these questions and to identify a point of view. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Geography

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. Students recognise that the world can be divided into major geographical divisions. They describe how people in different places are connected to each other and identify factors that influence these connections. They explain why places are important to people, recognising that places have meaning.

Students pose questions about familiar and unfamiliar places and answer them by locating information from observations and from sources provided. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

Year 3

Diverse communities and places and the contribution people make

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities;** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- What events do different people and groups celebrate and commemorate and what does this tell us about our communities?

Year 3 Content Descriptions

Inquiry and skills

Questioning	Elaborations

Pose questions to investigate people, events, places and issues (ACHASSI052) 📄 🌐	• posing relevant questions when investigating the contribution individuals and groups have made to the development of the local community ('Who?', 'What?', 'When?', 'Where?', 'Why?') 📄 ⦂ 🌐
	• developing inquiring questions as they investigate (for example, 'Why there?' questions about location; 'What might happen?' questions about future consequences of natural processes or people's actions in places; and 'What ought to happen?' questions or other questions about ethical behaviour, sustainability and preferred futures) 📄 🌐 ✦
	• asking key questions when investigating a topic (for example, questions such as 'How did people settle?', 'Who were they?', 'Why did they come to the area?' when researching the establishment of a local community) and probing questions during an investigation (for example, 'Why is that so?', 'What else do we need to know?') 📄 🌐
	• posing evaluation questions (for example, 'Is the process fair?', 'Could the process have been managed better?') 📄 🌐 👥 ⋏

Researching	**Elaborations**

Locate and collect information and data from different sources, including observations (ACHASSI053)

- locating sources suited to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online)

- collecting information in the field (for example, taking photographs, making sketches, taking water measurements or collecting natural objects to support the investigation of eocological health, settlement or demographic details of a place)

- collecting data from maps, aerial photographs, satellite images or a digital application (for example, Google Earth) to identify, locate and describe different types of settlement

- collecting information about the changing composition of their community from sources, such as census data, cemetery observations, interviews with older people or surveys

- interviewing people to seek information about feelings, preferences, perspectives and actions (for example, to find out how people feel about places; how people celebrate and commemorate; how decisions are made in different situations; how and why people participate in their community)

- acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries

Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054)	• using information technologies to record and organise information in tables, databases and digital concept maps (for example, creating a consequence chart to show what happens when school rules are not followed, or when human settlement damages a component of the natural environment)
	• creating tables or picture and column graphs to show patterns in data collected from observations or other sources (for example, to show similarities and differences between places; the results of class votes on issues or decisions, participation in community activities, number of local monuments)
	• placing graphs and other data on electronic maps to visualise differences between types and patterns of settlements
	• constructing and annotating maps (for example, to show the natural and human features of Australia) using the appropriate cartographic conventions including map symbols, title and north point
Sequence information about people's lives and events (ACHASSI055)	• developing an annotated timeline (for example, a timeline of celebrations and commemorations)
	• creating visual representations of a sequence of events or happenings (for example, the stages involved in making decisions in a familiar context, such as a planning a class activity, the sequence of seasonal changes in different climates)
Analysing	**Elaborations**

Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056)

- distinguishing fiction and non-fiction texts in relation to representation of places, environments and past events

- identifying statements of fact and statements of opinion in class discussions

- identifying differences in the meaning of celebrations when viewed from different perspectives that result in different actions (for example, the meaning of Australia Day for many Aboriginal and Torres Strait Islander Peoples when compared with its meaning for many other Australians)

- exploring stories about places and people told by Aboriginal and Torres Strait Islander Peoples, and by people from other cultures including people from Asia and the Pacific region

- sharing points of view and identifying different perspectives and actions relating to issues that affect themselves and their peers (for example, discussing class rules, the different responses to them by class members, different perceptions of the value of places and ecosystems in the local area, communicating across cultures)

Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057)

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- finding the meaning of acronyms/initialisms they encounter (for example, NAIDOC, ANZAC, NZ, USA, ACT)

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- interpret data to identify patterns of change over time using graphic organisers (for example, a Venn diagram using data collected from different times and groups to compare Australia Day celebrations over time; a scattergram of cemetery headstone information to make inferences about changing life expectancy)

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- identifying differences in the representation of a place on a map, in an aerial photo and in a satellite image and discussing how different methods of representation give different information about distributions and patterns

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- interpreting cartographic information such as titles, map symbols, north point, compass direction, grid references and major lines of latitude

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- using maps, ground and aerial photographs and satellite images or a digital application (for example, European Space Agency, NASA World Wind or Google Earth), to identify, locate and describe geographical patterns and distributions (for example, different types and patterns of settlements in Australia and Asia)

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- discussing and comparing how Aboriginal and Torres Strait Islander Peoples may represent places and their features visually (for example, in paintings and sand drawings) and identify symbols and patterns

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Evaluating and reflecting	Elaborations

Draw simple conclusions based on analysis of information and data (ACHASSI058)	• explaining conclusions about how their place and community have changed and developed (for example, settlement patterns, local changes in plant and animal species, historic events, cultural celebrations)
	• drawing conclusions about their community's heritage based on an evaluation of information provided by the local council (for example, the development of its multicultural profile; its significant events and how people have participated in them and contributed to their maintenance; the preservation of unique features of the natural environment)
	• examining the meaning of diversity using examples drawn from their community (such as celebrations and commemorations), drawn from other countries (such as environments, climate, lifestyle, settlement) and from the experiences of their peers (such as how they participate in their family and community)
Interact with others with respect to share points of view (ACHASSI059)	• sharing and listening to others' stories about their community and place (for example, Aboriginal or Torres Strait Islander oral histories of an area, park ranger recounts, speakers from commemorative organisations, personal experiences of celebrations)
	• understanding their roles, rights and responsibilities in group situations
	• respecting ways to ensure others' points of view are shared in group situations (for example, adhering to and defending strategies that enable turn-taking and eliminate talking over others)
	• valuing for and against arguments when making personal and group decisions

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)

- recalling what they know when contributing ideas to a group response to a community challenge (for example, planning how to celebrate a unrecognised cultural event; such as how local Aboriginal or Torres Strait Islander Peoples celebrate their Country/Place or how to retell a historical event from a silent or unfamiliar voice)

- reflecting on anticipated effects of actions designed to protect and improve places that people perceive as important (for example, places of environmental value, cultural value or historic significance)

- choosing and enacting roles for group work that recognise an awareness of members' knowledge and skills and customs

- considering the findings of an inquiry when developing a plan of action to achieve a set goal (for example, to protect a place, to participate in a community festival or commemoration, to raise awareness about an issue, to raise money for a purpose)

Communicating	**Elaborations**

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)	• composing different types of texts to report findings of an investigation (for example, reporting on a historical investigation and its researched facts and findings by writing a biography about a noteworthy individual or group, a narrative account of a significant event, a report about a celebration, an explanation of the multicultural character of the community)

• arguing a point of view on a civics and citizenship issue relevant to their lives (for example, the consequences of breaking school rules, the value of contributing in their community, the need to preserve an endangered species) and making effective use of persuasive language such as 'I think' and 'I dis/agree that' to gain the support of others

• describing the location and direction from a local place in Australia to a local place in at least two neighbouring countries (for example, New Zealand and Indonesia) using a globe or wall map

• selecting and applying appropriate media to communicate their findings, including the use of graphs, tables, timelines, photographs and pictures

• using subject-appropriate terms when speaking, writing and illustrating, for example, historical terms (such as 'immigration', 'exploration', 'development', 'settlement', 'naming days of commemoration' and 'emblems'); geographical terms (such as 'climate', 'settlement', 'environment', 'natural' and 'constructed'); and civic terms (such as 'community', 'decision-making', 'participation')

Knowledge and Understanding

History	**Elaborations**

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect**, **perspectives, empathy** and **significance**. The Year 3 curriculum provides a study of identity and diversity in their local community and beyond, past and present. Students develop understandings about the heritage of their local area (sources, continuity and change), including the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples (significance, perspectives, empathy), and how and why their community has changed (continuity and change, cause and effect). Students explore the historical features and diversity of their community as represented in individuals and their contributions, symbols and emblems of significance (significance) and the different celebrations and commemorations, locally and in other places around the world (significance, perspectives, empathy).

Inquiry Questions

• Who lived here first and how do we know?

- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)	• liasing with Community to identify original language groups of Aboriginal or Torres Strait Islander Peoples who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied.)
	• listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to
	• discussing when to use 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to respectfully recognise the Country/Place and traditional custodians of the land, sea, waterways and sky
How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)	• exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community (for example, transport, entertainment, the natural and built environment, technology) has changed over time (for example, from the time of European settlement to the present day)
	• comparing photographs from the past and present of a specific location to identify the change or continuity (similarities and differences over time) associated with people, events/developments, places or ecosystems
	• identifying individuals and groups from the past of diverse backgrounds (for example, gender, culture, ability, age, socioeconomic circumstance) who have contributed to the community's development (for example, economic, social, cultural, civic or environmental contributions) and character (for example, culturally diverse, multi-faith, prosperous, helpful)
	• exploring how the contributions of individuals, groups and organisations are recognised (for example, parades, Australia Day Awards, monuments)

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064)	• identifying and discussing the historical origins of an important Australian celebration or commemoration
	• generating a list of local, state and national symbols and emblems (for example, club emblems, school logos, flags, floral emblems, the Commonwealth Coat of Arms) and discussing their origins, use and significance
	• examining the symbolism of flags (for example, the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example, all three flags are flown during NAIDOC Week, National Reconciliation Week, National Sorry Day and Mabo Day) and the roles, rights and responsibilities the community has when observing protocols around flag flying
	• recognising the significance of other days or weeks (including the anniversary of the national Apology to Australia's Indigenous Peoples of 2008, National Reconciliation Week, International Women's Day, Labour Day and Harmony Day)
Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan) (ACHASSK065)	• comparing the significance of national days in different countries, looking at why they developed and elements they have in common
	• exploring through secondary sources significant events of cultures or countries around the world, including national days, and discussing whether they are celebrations or commemorations
	• investigating the origins and significance of some international celebrations or commemorations (for example, the International Day of Peace)
	• investigating the origins and significance of celebrations important to particular cultural groups in Australia and in other places of the world

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place**, **space,** **environment** and **interconnection**. Students develop an understanding of the similarities and differences between places within and outside Australia through a study of their environmental and human characteristics (place). They examine climate (environment) and the types of settlements (space) in Australia, the Country/Place of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries (place). Students come to understand how people feel about and care for places (place, environment, interconnection). Students' mental maps further develop through learning about the representation of Australia and the location of Australia's neighbouring countries (place).

Inquiry Questions

- What are the main natural and human features of Australia?
- How and why are places similar and different?
- What would it be like to live in a neighbouring country?

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)

- using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to locate and name significant places such as the states, territories, major cities and regional centres in Australia

- identifying and describing the major natural features of Australia (for example, rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef and islands of the Torres Strait) and describing them with annotations on a map

- comparing the boundaries of Aboriginal Countries with the surveyed boundaries between Australian states and territories to gain an appreciation about the different ways Australia can be represented

- describing how the territory of Aboriginal and Torres Strait Islander Peoples contains the Country/Places of many individuals and language groups

- exploring how oral traditions of Aboriginal and Torres Strait Islander Peoples were used to map landscapes

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The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067)

- using a globe to locate the Pacific Island nations, New Zealand, Papua New Guinea, Timor-Leste and Indonesia and countries relevant to students, labelling them on a map, and identifying the direction of each country from Australia

- describing the similarities and differences between their local place and places in neighbouring countries (for example, Indonesia, Pacific Island nations) in their natural and human characteristics

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The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068)	• examining how weather contributes to a climate type
	• identifying the hot, temperate and polar zones of the world and the difference between climate and weather
	• identifying and locating examples of the main climatic types in Australia and the world (for example, equatorial, tropical arid, semi-arid, temperate and Mediterranean)
	• investigating and comparing what it would be like to live in a place with a different climate to their own place
The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)	• exploring people's feelings for place and the factors that influence people's attachment to place, through reading and viewing poems, songs, paintings and stories
	• discussing why it is important to protect places that have special significance for people (for example, a wetland, a sacred site, a national park or a World Heritage site)
	• exploring different types of settlement, and classifying them into hierarchical categories (for example, isolated dwellings, outstations, villages, towns, regional centres and large cities)
	• investigating the diversity of people who live in their place (for example, surveying the school community about age, birthplace and ancestry) and comparing them with a school in another place in Australia or neighbouring country
	• examining the similarities and differences between their daily lives and those of people in another place in Australia or neighbouring country, and inferring what it would be like to live in these places

Civics and citizenship	Elaborations

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **democracy, laws and citizens** and **citizenship, diversity and identity**. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity).

Inquiry Questions

• How are decisions made democratically?

- Why do we make rules?

- How can I participate in my community?

The importance of making decisions democratically (ACHASSK070)	• making a decision as a class by allowing everyone to have a say and a vote
	• building empathy by reflecting on how it feels to be included or excluded from making decisions and identifying situations when it is fair for decisions to be made without taking a majority vote (for example, by teachers or parents)
	• identifying places and situations in communities where decisions are made democratically
Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)	• developing and justifying a set of fair rules and consequences for the class
	• identifying familiar rules, how rules protect the rights of others, what their responsibilities are to others, and the consequences when rules are not followed
	• considering why rules differ across contexts (for example, a library, the playground, in class, at home, in games and in cultural groups)
	• discussing situations where it is not fair to have one rule that treats everyone the same, if some people (for example, students with a disability) have different needs or would be unable to follow the rules
	• exploring cultural norms behind some rule-making (for example, removing shoes before entering places of cultural significance)
	• identifying who has the authority to make rules (for example, at school or in a sporting club)

Why people participate within communities and how students can actively participate and contribute (ACHASSK072)

* identifying groups in the local community or through a virtual community and exploring their purpose

* exploring how they could participate in a school or community project (for example, raising money for a relevant aid project such as sponsorship of a sports team; working to protect a bird habitat)

* investigating an individual's contribution and why it was recognised (for example, an individual who was awarded an Order of Australia)

* exploring the motivations of people who have contributed to communities (for example, local community volunteers, leaders and Elders)

Year 3 Achievement Standard

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

Year 3 Sub-strand-specific Achievement Standards

History

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They identify the importance of different celebrations and commemorations for different groups.

Students sequence information about events and the lives of individuals in chronological order. They pose questions about the past and locate and collect information from sources (written, physical, visual, oral) to answer these questions. They analyse information to identify a point of view. Students develop texts, including narrative accounts, using terms denoting time.

Geography

By the end of Year 3, students describe the location of the states and territories of Australia, the location of selected Aboriginal and Torres Strait Islander Countries/Places and selected countries neighbouring Australia. They describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places and recognise that people have different perceptions of places.

Students pose geographical questions and locate and collect information from different sources to answer these questions. They record and represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to identify and describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They reflect on their learning to suggest individual action in response to a geographical challenge.

Civics and citizenship

By the end of Year 3, students explain the role of rules in their community and the importance of making decisions democratically. They describe how people participate in their community as active citizens.

Students pose simple questions about the society in which they live. They collect information from sources to answer these questions. They examine information to identify a point of view and draw simple conclusions. Students share their views on an issue and describe how they participate in a group. They present their ideas and conclusions in oral, visual and written forms using civics and citizenship terms.

Year 4

How people, places and environments interact, past and present

The Year 4 curriculum focuses on interactions between people, places and environments over time and space and the effects of these interactions. Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected peoples, societies and environments. Specifically, students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact. They examine the concept of sustainability, and its application to resource use and waste management, past and present, by different groups. The curriculum introduces the role of local government, laws and rules, and group belonging and how they meet people's needs. Themes of law and citizenship extend into their studies of diverse groups, the colonisation of Australia and other places, and how environmental sustainability is enacted.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities;** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How have laws affected the lives of people, past and present?
- What were the short- and long-term effects of European settlement on the local environment and Indigenous land and water management practices?
- What is the significance of the environment and what are different views on how it can be used and sustained, past and present?

Year 4 Content Descriptions

Inquiry and skills

Questioning	Elaborations

Pose questions to investigate people, events, places and issues (ACHASSI073)	- asking questions before, during and after an investigation using tools such as a KWL chart (what they know, what they want to know and what they have learned) and five W's + H (who, what, when, where, how and why) - developing 'How do we know?' questions for evidence, 'What could be done?' questions about alternatives, and 'Is that right or fair?' questions about decisions past and present - generating a range of questions (for example, evaluation questions, reflecting questions) about contemporary issues reported in the media - discussing how an investigation about the past (for example, a shipwreck explored through a museum display, video or interactive website) is guided by questions at different stages, including 'Why is that important now?'
Researching	**Elaborations**

Locate and collect information and data from different sources, including observations (ACHASSI074)	• identifying the types of sources suited to historical, geographical, civic and cultural inquiry and discussing why suitable sources might be different
	• identifying sources for a historical study, such as sites, paintings (or their representations), maps, written records/accounts, database information, traditional ballads and stories
	• brainstorming ways that information might be collected for an inquiry (for example, surveys, interviews, tallying) and choosing, with teacher guidance, the most effective sources of data (for example, the internet, thematic maps, photographs, satellite imagery, field data collection)
	• using Google Earth or similar applications to collect geographical information (for example, the extent of vegetation in an area, or to explore settlement along a major river valley in Africa or South America, from its source to the sea)
	• exploring stories about the groups people belong to, for example, about cultural groups (such as groups that value Aboriginal, Torres Strait Islander or Asian heritage), from interest and community groups (such as recreational and volunteering organisations) and from gender or religious groups
	• acquiring geographical information about environments and resources from a range of sources, such as a knowledgeable Aboriginal community member or from schools in contrasting parts of Australia and/or other countries in the Southern Hemisphere

Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075)	• using graphic organisers to sort and record information (for example, flowcharts, consequence wheels, futures timelines, Venn diagrams, Y-charts, network diagrams) or to show simple relationships (for example, a food web in mangrove or Antarctic waters)
	• constructing maps, graphs or tables to display data and information (for example, changes in the distribution of different types of vegetation; the loss of native species; the movement of peoples over time; the population of places over time; resource distribution in places that have been colonised; social, cultural and religious groups in Australia's society) using digital applications as appropriate
	• recording and sorting collected information using tally sheets, murals, surveys, graphs and tables, databases or spreadsheets
	• showing historical and geographic information on maps (for example, collaboratively creating a large class map of world exploration by projecting a world map on a mural, and completing it with relevant geographical and historical details including compass points, sea routes, legends, dates, pictorial details, annotations and captions)
	• annotating maps using the appropriate cartographic conventions including map symbols, scale and north point to show places and their features, in Australia, and in selected countries of Africa and South America
Sequence information about people's lives and events (ACHASSI076)	• creating a timeline by accurately placing information about key events or people in chronological order and explaining the sequence
	• using graphic organisers to show the sequential stages of a process (for example, a flowchart that shows the stages of local government decision-making; a consequence wheel that shows causes and effects; seasonal charts such as an Aboriginal representation describing environmental evidence)
	• recounting and sequencing events associated with a particular history (for example, developing an annotated map to describe the sea route of the First Fleet and the timing of its passage)

Analysing	Elaborations

Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)

- exploring different points of view about a familiar event (for example, Australia Day, National Sorry Day) or issue (for example, a school issue, an environmental issue)

- exploring different stories associated with a past event to discover the experiences, thoughts or feelings of the people at that time (for example, the points of view of male, female and child convicts, soldiers, free settlers, some Aboriginal and Torres Strait Islander people in the early colonial era)

- identifying differing viewpoints and considering their related ethical implications when discussing the past and present (for example, personal preference versus respecting the law such as personal freedom versus following the legal requirement to wear a bike helmet; different views over time about people's character such as convicts who stole food were sinful)

- exploring different viewpoints about the sustainable use of a place (for example, environmental management laws and Aboriginal and Torres Strait Islander Peoples' practices)

- sharing aspects of their cultural identity and considering how it might be similar and different to the cultural identity of others

- identifying stereotypes presented in texts and pictures, such as generalisations about gender roles, and talking about who is advantaged by stereotypes and who is disadvantaged

Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078)	• decoding the meaning of symbols and emblems associated with Australian history, geography and civic life and applying an understanding of conventions, vocabulary and symbols when interpreting large-scale maps
	• comparing information in sources to identify evidence of change (for example, Aboriginal, Dutch and French place names on Australia's west coast; past and present distribution of vegetation in North Africa that points to increasing desertification)
	• interpreting the data presented in picture, line, bar or column graphs to idenitify simple trends or distributions (for example, explaining survey results about types of waste produced in the school or how people in the community participate)
	• interpreting thematic maps and using Google Earth or similar applications to describe the characteristics of a continent or region or to identify the distribution of a particular characteristic (for example, languages of South America, equatorial rainforests, settlement along a major river valley in South America from its source to the sea)
	• comparing environments in places of similar climate and vegetation that are located on different continents (for example, sandy, icy and stony deserts of Australia, Africa, Antarctica and South America)

Evaluating and reflecting	**Elaborations**

Draw simple conclusions based on analysis of information and data (ACHASSI079)	• describing risks in past times (for example, for those involved in sea travel, exploration and colonisation) and making inferences about similar risks today (for example, the risks of space and deep sea exploration, colonising other planets, adapting to life in a new environment)
	• explaining how seeking resources is connected to trade, world exploration, colonisation and environmental change
	• finding connections, in order to draw conclusions, from an analysis of sources (for example, relationships between plants and animals in an ecosystem; languages of countries and the nations which colonised them; shipwreck locations and natural features; local government services and how people benefit)
	• concluding from an analysis of historical records how laws, and the consequences of not following them, have changed over time (for example, contrasting penalties applied in eighteenth-century Britain and those applied in modern Australia)
	• using new knowledge to make an argument on a topic relevant to them and their community (for example, whether they agree with a school rule, a proposed change in the community, what the local government can do about an issue)
	• reflecting on how people of the past are represented in fiction and other sources, and critically examining stereotypes in their representations (for example, claims that women did not work, inferences that all Aboriginal and Torres Strait Islander Peoples are the same)
Interact with others with respect to share points of view (ACHASSI080)	• participating in role-plays and simple debates which allow for equal presentation of viewpoints
	• exploring and sharing, through a facilitated role-play, the experiences and/or feelings of different people involved in a past event (for example, the points of view of Aboriginal People, convicts, guards, women and children on settling at Botany Bay) or the different views about a current event (for example, the views of farmers, activists and government decision-makers about a road going through an endangered habitat)
	• participating in cooperative strategies that enable decision-making about roles and responsibilities (for example, using de Bonos' hats)

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)

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- reflecting on learning with the assistance of tools such as a KWL chart (what they know, what they want to know and what they have learned) when evaluating responses to an issue

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- forecasting a probable future and a preferred future relating to an environmental, local government or cultural issue (for example, developing a futures scenario of what oceans will be like if humans continue to allow waste plastic to enter waterways, and a preferred scenario of what oceans would be like if plastics were to be replaced by degradable materials)

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- reflecting on personal behaviours and identifying attitudes that may affect aspects of the environment at a local or global level (for example, pouring paints down the sink; using products sourced from cleared rainforests) and proposing awareness-raising strategies to reduce impacts on the environment

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- proposing possible actions that could be taken to address an issue (for example, improving the management of waste in the school; choosing products not made from endangered species such as elephants) and identifying resources needed to support the actions and likely outcomes (for example, composting lunch waste and using it on the school garden; making socially responsible decisions)

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Communicating	Elaborations

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)

- composing, in a range of different text types, information to communicate findings and conclusions (for example, information presented as imaginative recounts, biographies, journals, reports)

- selecting appropriate representations to suit and enhance their communication, including graphs, tables, timelines, photographs and pictures, in digital and non-digital modes

- describing the relative location of different features in a place by distance and compass direction (for example, the distance from their home to the local waste management site, the route of a navigator)

- using accurate and subject-appropriate terms when speaking, writing and illustrating, for example, using historical terms (such as 'exploration', 'navigation', 'trade', penal', 'transportation', 'contact', 'frontier conflict', 'colonisation'), using geographical terms (such as 'continents', 'countries', 'natural resources', 'vegetation', 'environments', 'ecosystems', 'sustainability', 'consumption', 'waste' and 'management') and using civic terms (such as 'local government', 'decision-making', 'services', 'roles', 'responsibilities', 'rules', 'laws' and 'belonging')

Knowledge and Understanding

History	Elaborations

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect**, **perspectives, empathy** and **significance**. The Year 4 curriculum introduces world history and the movement of peoples. Students study the diversity of Aboriginal and Torres Strait Islander Peoples, their connection to place (sources, perspectives, significance) and their contact with other societies (change and continuity, perspectives, empathy). Through a study of navigation, exploration and/or trade (sources), students come to learn about Australia's early colonisation and develop understandings about contact between societies (continuity and change, cause and effect) and its effects on people and their environments (perspectives, empathy).

Inquiry Questions

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?
- Why did the Europeans settle in Australia?
- What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers?

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)

- mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia and recognising the groups of their local area and state/territory (or considering why there may not be specific local records)

- recognising that Australia has two indigenous cultural groups: Aboriginal Peoples and Torres Strait Islander Peoples

- studying early archaeological sites (for example, Nauwalabila, Devil's Lair, Lake Mungo) that show the long and continuous connection of Aboriginal Peoples to Country

- investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/Place, People, Culture and Identity

- exploring how Aboriginal Peoples exchanged ideas, technology and goods with each other and with Torres Strait Islander Peoples across vast distances

- studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples and examining the differences between their totems

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHASSK084)	• identifying key individuals and groups who established contacts with Africa, the Americas, Asia and Oceania during the European age of discovery
	• investigating what motivated countries to explore and colonise
	• examining the journey of one or more explorers (for example, Christopher Columbus, Vasco da Gama, Ferdinand Magellan), using navigation maps to reconstruct their journeys
	• examining the impact of European exploration or colonisation on ONE society
	• investigating networks of exchange and what was exchanged between different groups of people (for example, ideas, spices, food, slaves)
	• recognising that people from many continents have explored parts of the world (for example, Zheng He, Ibn Battuta)
Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK085)	• investigating reasons for the First Fleet journey, including an examination of the wide range of crimes punishable by transportation, and looking at the groups who were transported
	• investigating attitudes to the poor, the treatment of prisoners at that time, and the social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards
	• investigating daily life in the Botany Bay penal settlement and challenges experienced by the people there and how they were managed

The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086)	• investigating contact with Aboriginal and Torres Strait Islander Peoples before 1788 (for example, the repulsion of the Dutch at Cape Keerweer in 1606 and the trade between the Macassans and the Yolngu people)
	• comparing the European concept of land ownership, including terra nullius, with the Aboriginal and Torres Strait Islander Peoples' relationship with the land, sea, waterways and sky, and how this affected relations between the groups
	• exploring early contact of Aboriginal people with the British including people (for example, Pemulwuy, Bennelong) and events of conciliation and resistance (such as the Black War)
	• exploring the impact that British colonisation had on the lives of Aboriginal and Torres Strait Islander Peoples (dispossession; dislocation; and the loss of lives through conflict, disease, loss of food sources and medicines)
	• considering whether the interactions between Europeans and Aboriginal and Torres Strait Islander Peoples had positive or negative effects
	• examining paintings and accounts (by observers such as Watkin Tench and David Collins) to determine the impact of early British colonisation on Aboriginal Peoples' Country

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection** and **sustainability**. The content focuses on understandings about sustainability – the ongoing capacity of the environment to sustain human life and wellbeing. Students explore the features and functions of environments that support humans and other living things (environment, interconnection). They examine the use and management of resources and waste, and views about how to achieve sustainability (environment, interconnection, sustainability), including the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place (interconnection, sustainability). Students' mental map of the world expands to South America and Africa and their main countries and characteristics (space, place, environment).

Inquiry Questions

- How does the environment support the lives of people and other living things?
- How do different views about the environment influence approaches to sustainability?
- How can people use environments more sustainably?

The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia (ACHASSK087)	• using geographical tools (for example, a globe, a wall map or digital application such as Google Earth) to identify the major countries of Africa and South America and their relative locations
	• using a globe to investigate the Great Circle routes of aeroplane travel between Australia and the major countries of Africa and South America
	• researching the main types of natural vegetation and native animals in a climate zone in Australia, and comparing them with those found in a similar climate in Africa or South America
	• using a printed or electronic atlas to identify the main characteristics of the continents of Africa and South America (for example, topographic features, environments, cities)
The importance of environments, including natural vegetation, to animals and people (ACHASSK088)	• identifying the main types of vegetation, including forest, savannah, grassland, woodland and desert, and explaining the relationship between climate and natural vegetation
	• exploring how vegetation has an important role in sustaining the environment by producing oxygen, protecting food-producing land from erosion, retaining rainfall, providing habitat for animals, sheltering crops and livestock, providing shade for people, cooling urban places, producing medicines, wood and fibre, and making places appear more attractive
	• explaining how people's connections with their environment can also be aesthetic, emotional and spiritual
	• explaining the significance of vegetation endemic in the local area to survival of Aboriginal and/or Torres Strait Islander Peoples (for example, as a source of food, shelter, medicine, tools and weapons)
	• exploring strategies to protect particular environments that provide the habitats for animals (for example, planting bird-attracting vegetation)

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)	• recognising that the distribution of Aboriginal and Torres Strait Islander Peoples before colonisation was across Australia, but concentrated in sustainable areas such as in the coastal and riverine areas of Australia
	• investigating how Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to the resources of their Country/Place (for example, the alpine country of the Ngarigo People; the rainforests, beaches and dunes of the KuKu Yalanji People; the desert country of the Arrernte People; the savannah country of the Jawoyn People; the riverine plains of the Wiradjuri People; and the local Country/Place)
	• investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments (such as rotational use and harvesting of resources, mutton-bird harvesting in Tasmania, the use of fire, and the collection of bush food from semi-arid rangelands)
The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)	• identifying some of the resources produced by the environment and where they come from (for example, water, food and raw materials such as fibres, timber and metals that make the things they use)
	• exploring how some natural resources are used and managed in sustainable and non-sustainable ways
	• identifying renewable and non-renewable resources
	• investigating where a particular renewable natural resource comes from, how it is used and sustainable management strategies (for example, recycling paper or planting more trees)
	• exploring the work of groups and organisations which manage natural resources and/or waste

Civics and citizenship	Elaborations

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens** and **citizenship, diversity and identity**. Students' understanding of democratic decision-making is further developed through a study of the role of their local government and the services it provides to their community (government and democracy). They examine how rules and laws affect them and the importance of laws in society (laws and citizens) and they explore cultural diversity in their community; in particular, how belonging to different groups can shape personal identity (diversity and identity).

Inquiry Questions

- How can local government contribute to community life?
- What is the difference between rules and laws and why are they important?
- How has my identity been shaped by the groups to which I belong?

The role of local government and the decisions it makes on behalf of the community (ACHASSK091)	• examining how local government is chosen and by whom
	• exploring what local government does, including the services it provides (for example, environment and waste, libraries, health, parks, cultural events, pools and sport, arts and pet management)
	• describing how local government services impact on the lives of students
The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092)	• distinguishing between 'laws' (for example, speeding in school zones) and 'rules' (for example, sun safety in the school)
	• exploring the purpose of laws and recognising that laws apply to everyone in society
	• discussing examples of laws and why they are important to students' lives
	• investigating the impact of laws on Aboriginal and Torres Strait Islander Peoples (for example, environmental laws, native title laws and laws concerning sacred sites)
The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)	• identifying diversity through the different social, cultural and religious groups students belong to
	• listing and comparing the different beliefs, traditions and symbols used by groups
	• recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions
	• describe real, virtual or vicarious experiences with other cultures and groups

Year 4 Achievement Standard

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

Year 4 Sub-strand-specific Achievement Standards

History

By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past.

Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They develop questions about the past and locate, collect and sort information from different sources to answer these questions. They analyse sources to detect points of view. Students develop and present texts, including narrative recounts, using historical terms.

Geography

By the end of Year 4, students describe the location of selected countries using compass direction. They describe and compare the characteristics of places in different locations at local to national scales. They identify the interconnections between components of the environment and between people and the environment. Students recognise the importance of the environment and identify different possible responses to a geographical challenge.

Students develop geographical questions to investigate and locate, collect and sort information and data from different sources to answer these questions. They record and represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using grid references and compass direction. Students interpret geographical data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify some possible effects of their proposed action.

Civics and citizenship

By the end of Year 4, students identify structures and decisions that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging.

Students develop questions about the society in which they live and locate and collect information from different sources to answer these questions. They examine information to distinguish between facts and opinions, identify points of view and to draw conclusions. They share their points of view, respecting the views of others, and identify the groups they belong to. Students present ideas and conclusions using discipline-specific terms in a range of communication forms.

Year 5

Australian communities – their past, present and possible futures

The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development, and on the relationship between humans and their environment. Students' geographical knowledge of Australia and the the world is expanded as they explore the continents of Europe and North America, and study Australia's colonisation, migration and democracy in the 1800s. Students investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places. Students explore how communities, past and present, have worked together based on shared beliefs and values. The curriculum introduces studies about Australia's democratic values, its electoral system and law enforcement. In studying human desire and need for resources, students make connections to economics and business concepts around decisions and choices, gaining opportunities to consider their own and others' financial, economic, environmental and social responsibilities and decision-making, past, present and future.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities;** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How have individuals and groups in the past and present contributed to the development of Australia?
- What is the relationship between environments and my roles as a consumer and citizen?
- How have people enacted their values and perceptions about their community, other people and places, past and present?

Year 5 Content Descriptions

Inquiry and skills

Questioning	Elaborations

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)	• asking questions before, during and after an investigation to frame and guide the stages of an inquiry
	• developing different types of questions for different purposes (for example, probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours)
	• developing questions to guide the identification and location of useful sources for an investigation or project (for example, 'Is this source useful?', 'Who can help us do this project?', 'What rules/protocols must we follow when we do this inquiry/project?', 'What resources do we need to conduct this project?')

Researching	Elaborations

Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)

- finding information about the past in primary sources (for example, maps, stories, songs, music, dance, diaries, official documents, artworks, artefacts, remains of past industry, newspapers of the day, advertisements, rule lists, interview transcripts)

- finding geographical information in primary sources (such as fieldwork and photographs) and secondary sources (such as maps, plans and reports in digital and non-digital form)

- using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to collect information (for example, to identify the environmental characteristics of the major countries of Europe and North America)

- conducting surveys to gather primary data and summarising the key points or particular points of view relating to an issue (for example, interviewing recipients of awards such as Order of Australia medals; surveying the views of conflicting parties in a planning or environmental dispute)

- finding data and information that supports decision-making processes when investigating an economics or business issue including online, observation and print sources (for example, interviews, surveys, case studies)

- finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal and Torres Strait Islander communities, behaviours in sacred or significant sites, and considering sensitivities of people

Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096)	• categorising information using digital and non-digital graphic organisers (for example, flowcharts, consequence wheels, futures timelines, Venn diagrams, scattergrams, decision-making matrixes and bibliography templates)
	• constructing maps, tables and graphs using appropriate digital applications and conventions (such as border, source, scale, legend, title and north point) to display data and information (for example, information about the movement of peoples over time in colonial Australia; the different climates of Europe and North America; population growth of Australian colonies; cultural and religious groups in Australia at different times; influences on consumer purchasing decisions)
	• deciding which recording methods and tools (for example, graphs, tables, field sketches, questionnaires, scattergrams, audio-recorders, video recorders, cameras, water or air quality testing kits, binoculars, clinometers, calculators) suit the data or information to be collected
	• mapping geographical data using spatial technologies (for example, the location of recent bushfires in Australia, or information they have collected through fieldwork)
Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097)	• compiling an annotated timeline to show the key stages of a development (for example, significant events in the development of their community, their region or state)
	• creating flowcharts that show the stages of a process (for example, steps in an electoral process such as a class vote or a local council election; the sequence of safety procedures that can be used to mitigate the effects of bushfire or flood, the sequence of actions in a recycling system)
Analysing	**Elaborations**

Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)

- inferring the nature, purpose and origin of artefacts to determine if they have evidence to offer an investigation of a time, place or process

- identifying stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics presented in sources and media of the past (for example, a newspaper caricature of a colonial era Chinese goldfield worker) and in sources and media of the present (for example, social media opinions about a mining development)

- identifying the purpose and usefulness of information gained from primary and secondary sources (for example, checking publication details)

- analysing texts relating to a school, club or government election (for example, speeches, advertisements, campaign materials, symbols, how to vote cards, result records) to determine who created them and their purpose

Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)

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- analysing sources to identify and understand the different motives and experiences of individuals and groups involved in past or present events and issues (for example, the reasons people migrated to colonial Australia and their diverse experiences; the struggle for rights by emancipated convicts; the way migrants or refugees have been managed over time and their experiences; the motives of whalers and anti-whaling activists)

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- comparing sources of evidence to identify similarities and/or differences in accounts of the past (for example, comparing colonial descriptions of Burke and Wills' achievements with those that have been recently published with Aboriginal perspectives; different representations of Ned Kelly in past and present publications)

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- analysing photographs to identify inferred messages (for example, how workers on a colonial banana plantation are positioned, dressed, posed and/or are absent, to reflect the status of different groups such as English managers, Chinese, Aboriginal and South Sea Islander workers, women and children)

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- exploring, through a facilitated role-play or a simulation game, the way different people experienced the same event (for example, the differing experiences and feelings of miners, Chinese workers, women, children, leaders and Aboriginal occupants during the Eureka Stockade; personal intercultural experiences; or people's differing perceptions of election speeches made by opposing candidates)

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Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100)

- interpreting data presented in a line, bar, column or pie graph (for example, data about bushfires or floods, election results, common influences on the purchases of class members) to identify the likelihood of an outcome or the probability of an event reoccurring

- analysing visual and written sources to infer relationships (for example, examining photographs to see how people responded to droughts in enterprising ways; interpreting maps of Aboriginal and Torres Strait Islander trade routes to propose how ideas, technology and artefacts travelled across them; analysing a food web to reveal how plants, animals, water, air and people are connected)

- making inferences using sources, such as graphs and thematic maps, that show distribution (for example, the number of electors in some state or federal electorates to discuss representation; the distribution of primary resource industries in Australia and their proximity to cities; the spread of the cane toad across Australia and its threat to environments)

- interpreting graphs and tables of data collected from a survey to infer relationships or trends (for example, common influences on purchasing decisions of class members; the increase in social activism for social and environmental causes)

- interpreting and creating maps such as flow and choropleth maps, or plans for specific purposes (for example, a bushfire management plan)

Evaluating and reflecting	Elaborations

Evaluate evidence to draw conclusions (ACHASSI101)	• drawing conclusions about a community and/or the environment (for example, changing democratic values from past to present; patterns of human consumption and changes in environments)
	• analysing information to reveal trends and changes (for example, changes over time in who could vote; changing purchasing trends; the rise in the use of energy drawn from alternative sources; the increase in online activism for social and environmental causes)
	• exploring maps and sources showing Aboriginal and Torres Strait Islander language groups and Countries/Places, to explain the diversity of their cultures
	• exploring past or present representations of people that differ from those commonly conveyed (for example, missing voices of minority groups such as youth, the unemployed, non-citizens, women, children, Aboriginal and/or Torres Strait Islander Peoples, migrants, South Sea Islanders)
	• acknowledging ethical considerations of decisions they and others make or have made (for example, an election preference; reasons for purchasing an item; why laws are not followed by some people; the acceptance of children working in colonial times; stewardship of natural places)
	• explaining enterprising initiatives that address challenges (for example, colonial solutions to challenges of preserving food and accessing resources; sustainable use of materials for housing past and present)
	• forecasting probable futures for an issue (for example, how native fauna populations might change if n introduced species such as the cane toad, carp, feral cats or rabbits continues to increase in population) and proposing preferred futures that relate to the issue

Work in groups to generate responses to issues and challenges (ACHASSI102)

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- undertaking a project that responds to an identified challenge or issue with strategies to be used that will achieve desired outcomes (for example, bush fire readiness plan, a school fundraising activity, an ecological preservation project, a school-based opinion poll about a relevant issue)

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- using communication technologies to exchange information and to facilitate the development of a collaborative response

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- participating in a relevant democratic process (for example, in class votes, mock parliament, school decision-making processes such as student councils)

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- discussing the priorities and ethics evident in past decisions (for example, in clearing of native vegetation for farming, in stealing food to survive)

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- applying enterprising and collaborative behaviours in a group activity (for example, working with others to make decisions about the best way to compare prices of products)

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Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103)

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- making judgements about how effectively challenges have been addressed in the past (for example, relative success of solutions to challenges during colonial settlement) or how effectively a current challenge is being addressed (for example, the solution to an environmental issue, or a strategy for economic development)

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- evaluating the possible options that people could take to resolve challenges (for example, improving water quality, ensuring fairness, managing excess waste, budgeting choices)

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- reflecting on choices in relation to personal criteria and expressing reasoning that influenced decision-making (for example, why they participate in a civic activity, what influenced their purchase of an item)

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- using agreed criteria as the basis for an assessment of the advantages and disadvantages of choices (for example, for determining which actions are most likely to be effective to restore a damaged environment)

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- applying economics and business criteria to everyday problems to identify a response to the issue

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Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)

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- reflect on primary and secondary sources used and how this may have influenced the validity of the conclusions of the inquiry (for example, sample size of survey, the date a secondary source was created and the views that prevailed at the time)

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- posing self-reflection questions to influence personal and collective action (for example, 'What are the effects of my purchasing decisions?', 'Are needs and wants the same for everyone?', 'Why can't all needs and wants be satisfied?', 'How can I contribute to a sustainable environment?')

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- identifying the effects of decisions about economics and business and/or civics and citizenship issues

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- assessing possible options as actions that people could take to respond to a local issue they have investigated (for example, the redevelopment of a disused quarry in the local area)

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- analysing successful solutions to problems and considering if problem-solving approaches can be applied to challenges relevant to their personal or school context

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Communicating	Elaborations

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)	• selecting appropriate text types to convey findings, conclusions and understandings (for example, imaginative journals, narrative recounts, reports and arguments)
	• describing the relative location of places and their features in Australia and in selected countries of North America and Europe
	• selecting and applying appropriate media and strategies to suit their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes
	• using accurate and subject-appropriate terms (for example, historical terms such as 'colonial', 'the gold era', 'migration', 'penal'; geographic terms such as 'characteristics', 'environmental', 'human', 'ecosystems', 'sustainable', 'settlement', 'management'; civics terms such as 'electoral process', 'democracy', 'legal system', 'shared beliefs'; and economic terms such as 'scarcity', 'choices', 'resources', 'businesses', 'consumers', 'needs and wants', 'goods and services')

Knowledge and Understanding

History	Elaborations

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. The curriculum in this year provides a study of colonial Australia in the 1800s. Students learn about the reasons for the founding of British colonies in Australia and the impact of a development or event on one Australian colony (continuity and change, cause and effect). They examine what life was like for different groups of people in the colonial period (sources), and explore the reasons for their actions (cause and effect, perspectives, empathy). They examine early migration, settlement patterns, people and their contributions, significant events, and political and economic developments (sources, continuity and change, significance, empathy). Students are also introduced to the concept of sources as they analyse sources to compare information and points of view in the past and present (sources, perspectives).

Inquiry Questions

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106)	• investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example, Moreton Bay, Van Diemen's Land) or a colony that later became a state (for example, Western Australia, Victoria)
The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107)	• investigating colonial life to discover what life was like at that time for different inhabitants (for example, a European family and an Aboriginal or Torres Strait Islander language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, shopping or trade, language, housing and children's lives
	• mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns
	• discussing challenges experienced by people in the colonial era and the enterprising or sustainable responses made to these challenges (wind energy, food preservation, communication, accessing water)
	• exploring how the colony was governed and how life changed when Governor Macquarie established the rule of law
	• investigating the impact of settlement on the local environment and its ecosystems (for example, comparing the present and past landscape and the flora and fauna of the local community)
The impact of a significant development or event on an Australian colony (ACHASSK108)	• investigating an event or development and explaining its economic, social and political impact on a colony (for example, the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy; the impact of internal exploration and the advent of rail on the expansion of farming)
	• creating 'what if' scenarios by constructing different outcomes for a key event (for example, 'What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?')

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)	• identifying the reasons why people migrated to Australia in the 1800s (for example, as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances) • investigating the experiences and contributions of a particular migrant group within a colony (for example, Germans in South Australia, Japanese in Broome, Afghan cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait) • connecting (where appropriate) stories of migration to students' own family histories
The role that a significant individual or group played in shaping a colony (ACHASSK110)	• investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example, explorers, farmers, pastoralists, miners, inventors, writers, artists, humanitarians, religious and spiritual leaders, political activists, including women, children, and people of diverse cultures) • exploring the motivations and actions of an individual or group that shaped a colony

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection, change** and **sustainability**. The curriculum focuses on the factors that shape the characteristics of places. They explore how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places (change, environment, place, interconnection). Students examine the way spaces within places are organised and managed (space, place), and how people work to prevent, mitigate and prepare for natural hazards (environment, place). Students' mental map of the world expands to Europe and North America and their main countries and characteristics (space, place, environment).

Inquiry Questions

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111)	• using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to identify the relative location of the major countries of Europe and North America and their environmental characteristics
	• using a printed or electronic atlas to identify the main characteristics of continents of Europe and North America
	• researching the changes made by people to a particular environment in a country in Europe and a country in North America
The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)	• identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management
	• exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining), and evaluating the positive and negative effects of change on environmental sustainability

The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)	• comparing how people have responded to climatic conditions in similar and different places and explaining why most Australians live close to the coast compared to inland Australia
	• investigating the influence of landforms (for example, river valleys such as the Murray-Darling, Yellow (Huang He), Yangtze, Amazon, Mekong or Ganges), on the development of settlements that are involved in food and fibre production
	• examining the effects of landforms (for example, valleys, hills, natural harbours and rivers) on the location and characteristics of their place and other places they know
	• exploring the extent of change in the local environment over time and the impact of change on ecosystems
	• exploring how a unique environment is used and managed (for example, settlement and human use of Antarctica and the practices and laws that aim to manage human impact)
	• examining how the use of the space within their local place is organised through zoning
	• investigating a current local planning issue (for example, redevelopment of a site, protection of a unique species), exploring why people have different views on the issue, and developing a class response to it
The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)	• mapping and explaining the location, frequency and severity of bushfires or flooding in Australia
	• explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities
	• researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding

Civics and citizenship	Elaborations
Concepts for developing understanding	

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens** and **citizenship, diversity and identity**. Students are introduced to the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice (government and democracy). Students begin to understand representative democracy by examining the features of the voting processes in Australia (government and democracy). Students expand on their knowledge of the law by studying the role of laws and law enforcement (laws and citizens). Students investigate how diverse groups cooperate and participate in our community (citizenship, diversity and identity).

Inquiry Questions

- What is democracy in Australia and why is voting in a democracy important?
- Why do we have laws and regulations?
- How and why do people participate in groups to achieve shared goals?

The key values that underpin Australia's democracy (ACHASSK115)	• discussing the meaning of democracy
	• discussing the meaning and importance of the key values of Australian democracy (for example, freedom of election and being elected; freedom of assembly and political participation; freedom of speech, expression and religious belief; rule of law; other basic human rights)
	• considering how students apply democratic values in familiar contexts
The key features of the electoral process in Australia (ACHASSK116)	• exploring the secret ballot and compulsory voting as key features of Australia's democracy
	• recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair
	• clarifying who has the right to vote and stand for election in Australia
Why regulations and laws are enforced and the personnel involved (ACHASSK117)	• categorising the different types of laws and regulations in their community and who enforces them (road laws – police; health laws – public health department; pollution laws – environmental protection officer)
	• identifying and researching the role of different people associated with law enforcement (for example, quarantine and customs officials, police) and the legal system (for example, judges and lawyers)

How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)	• discussing how and why people volunteer for groups in their community (for example, rural fire services, emergency services groups and youth groups)
	• using social media to share and discuss ideas about how people can work together as local, regional and global citizens(for example, as communities for a local environmental issue or project)
	• examining Aboriginal and Torres Strait Islander organisations and the services they provide
	• discussing ways people resolve differences (for example, through negotiation and Reconciliation)

Economics and business	Elaborations

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of why decisions need to be made when allocating resources (resource allocation) for society's needs and wants, and the various factors that may influence them when making decisions (making choices). Methods that help with these decisions, particularly for consumer and financial decisions, are considered (consumer and financial literacy).

Inquiry Questions

- Why do I have to make choices as a consumer?
- What influences the decisions I make?
- What can I do to make informed decisions?

The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)	• debating whether one person's need is another person's need or want
	• explaining the concept of scarcity (that is, needs and unlimited wants compared to limited resources) and why individuals cannot have all the items they want and therefore must make a choice
	• explaining reasons for differences in needs and wants for different groups

Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)	- categorising resources as natural (water, coal, wheat), human (workers, business owners, designing, making, thinking) and capital (tools, machines, technologies) - brainstorming resources that a local community might use - identifying and categorising the factors of production used in the production of goods and services that satisfy the needs and wants of a local community - listing the needs and wants of a local community and exploring the ways resources are currently used to meet these needs and wants and how resources might be used more sustainably to meet these needs and wants into the future - exploring how Aboriginal and Torres Strait Islander Peoples' traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways
Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)	- identifying goods they have purchased and categorising and explaining factors that influence consumer purchasing decisions (for example, personal preferences, social trends, economic factors such as budgets and the amount of money available to spend; psychological factors such as advertising and peer pressure; cultural, environmental, legal and ethical factors) - comparing the influence of a variety of selling and advertising strategies used by businesses on consumer choices (for example, the influence of television and internet advertising compared to email promotions) - recognising that financial transactions can include the use of notes, coins, credit and debit cards, and barter items; explaining the advantages and disadvantages of the different transaction types; and considering how these may influence the way people purchase items - exploring the strategies that can be used when making consumer and financial decisions (for example, finding more information, comparing prices, keeping a record of money spent, saving for the future)

Year 5 Achievement Standard

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

Year 5 Sub-strand-specific Achievement Standards

History

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past.

Students sequence information about events and the lives of individuals in chronological order using timelines. When researching, students develop questions for a historical inquiry. They identify a range of sources and locate, collect and organise information related to this inquiry. They analyse sources to determine their origin and purpose and to identify different viewpoints. Students develop, organise and present their texts, particularly narrative recounts and descriptions, using historical terms and concepts.

Geography

By the end of Year 5, students describe the location of selected countries in relative terms. They explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They identify and describe different possible responses to a geographical challenge.

Students develop appropriate geographical questions for an investigation. They locate, collect and organise data and information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title and north point. They describe the location of places and their characteristics using compass direction and distance. Students interpret maps, geographical data and other information to identify and describe spatial distributions, simple patterns and trends, and suggest conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the possible effects of their proposed action.

Civics and citizenship

By the end of Year 5, students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.

Students develop questions for an investigation about the society in which they live. They locate and collect information from different sources to answer these questions. They examine sources to determine their purpose and identify different viewpoints. They interpret information to suggest conclusions based on evidence. Students identify possible solutions to an issue as part of a plan for action and reflect on how they work together. They present their ideas, conclusions and viewpoints in a range of communication forms using civics and citizenship terms and concepts.

Economics and business

By the end of Year 5, students distinguish between needs and wants and recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers. Students identify individual strategies that can be used to make informed consumer and financial choices.

Students develop questions for an investigation about an economics or business issue or event. They locate and collect data and information from a range of sources to answer these questions. They examine sources to determine their purpose and suggest conclusions based on evidence. They interpret, sort and represent data in different formats. They generate alternative responses to an issue or challenge and reflect on their learning to propose action, describing the possible effects of their decision. Students apply economics and business skills to everyday problems. They present their ideas, findings and conclusions in a range of communication forms using economics and business terms.

Year 6

Australia in the past and present and its connections with a diverse world

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. Students investigate the importance of rights and responsibilities and informed decision-making, at the personal level of consumption and civic participation, and at the national level through studies of economic, ecological and government processes and systems. In particular, students examine Asia's natural, demographic and cultural diversity, with opportunities to understand their connections to Asian environments. These studies enable students to understand how they are interconnected with diverse people and places across the globe.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities;** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How have key figures, events and values shaped Australian society, its system of government and citizenship?
- How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?
- How has Australia developed as a society with global connections, and what is my role as a global citizen?

Year 6 Content Descriptions

Inquiry and skills	
Questioning	**Elaborations**

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)	• generating appropriate questions before, during and after an investigation to frame and guide the stages of the inquiry
	• developing different types of research questions for different purposes (for example, probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours, ethical questions regarding sensitivities and cultural protocols)
	• mind-mapping a concept to create research questions that reveal connections between economic, political, and/or environmental systems (for example, 'How does shipping connect Asia and Australia?', 'What is ship ballast?', 'How does ballast water in modern ships affect local waters?', 'Where in Australia has ballast water been an issue?', 'What are the economic and environmental impacts of ballast water?', 'What is Australia's role in managing world ballast water regulation?')
	• developing questions to guide the identification and location of useful sources for an inquiry or an enterprise project

Researching	**Elaborations**

Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123)

- determining the most appropriate methods to find information (for example, personal observation, internet searches, primary and secondary sources) including using excursions and field trips (for example, a study trip to a wetlands, a visit to a war memorial, a cultural site, an Asian food festival, a courthouse, a town hall, a not-for-profit enterprise, a bank)

- using a range of methods, including digital technologies, to gather relevant historical, geographical, social, economic and business data and information (for example, through online sources such as census data and databases, and/or interviews and surveys)

- identifying key words to search for relevant information when using search tools, such as internet search engines and library catalogues and indexes and recognising that internet domain names 'com', 'edu', 'gov' are indicators of the provenance of a source

- applying ethical research methods when conducting inquiries with people and communities, including using accepted protocols for consultation with local Aboriginal/Torres Strait Islander communities, and conforming with respectful behaviours in sacred or significant sites

- exchanging geographical information from schools in countries of the Asia region

Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)	• categorising information using digital and non-digital graphic organisers (for example, flowcharts, consequence wheels, futures timelines, mapping software, decision-making matrixes, digital scattergrams, spreadsheets, and bibliography templates)
	• constructing tables and graphs with digital applications as appropriate to display or categorise data and information for analysis (for example, a table to show the similarities and differences in official languages and religions across a number of countries)
	• creating maps using spatial technologies and cartographic conventions as appropriate (including border, source, scale, legend, title and north point) to show information and data, including location (for example, a large-scale map to show the location of places and their features in Australia and countries of Asia; a flow map or small-scale map to show the connections Australia has with Asian countries such as shipping or migration)
	• explaining spatial representations (for example, describing how the representation of the spherical globe on flat paper produces distortions in maps)
Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125)	• locating key events, ideas, movements and lives in a chronological sequence on timelines and flowcharts
	• developing flowcharts to show steps in a sequence (for example, the flow of goods and services, the passage of a bill through parliament)
	• selecting, recording and prioritising the key points made in relation to historical, geographical, civic and economic studies when interviewing people (for example, community or family members who migrated to Australia, war veterans, former refugees, members of parliament, leaders of community organisations, business operators, the experiences of Aboriginal and Torres Strait Islander Peoples, workers of diverse occupations in an industry)
Analysing	**Elaborations**

Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126)	• identifying and distinguishing fact and opinion in information and identifying stereotypes and over-generalisations (for example, over-generalisations about the role of women, the contribution of Aboriginal and Torres Strait Islander Peoples, the work of politicians, the beliefs of religious groups)
	• proposing reasons why stereotypes and over-generalisations are evident in sources and media of the past and discussing whether the underlying attitudes and values have changed or might have changed over time
	• checking the publishing details of a text to help clarify the publication's purpose, to identify potential bias in the content and assess its relevance, and to put information presented in an historical or geographical context
	• analysing sources to identify persuasive techniques such as modality (for example, 'would', 'could', 'may', 'might') and the use of the passive voice (for example, 'it is claimed that …') rather than the active voice ('The government claims that ...'), and considering reasons for these choices
Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)	• surveying businesses in the local area to find out what influences their choices concerning the way they provide goods and services
	• analysing where points of view differ about global issues and exploring the reasons for different perspectives (for example, reasons for varying views on issues such as climate change, coal seam mining, or aid to a country of the Asia region; different world views of environmentalists)
	• discussing issues where there are, or were, a range of views and proposing reasons for different perspectives (for example, different opinions about the deportation of South Sea Islanders from 1901, the vote for women, how to manage an environment more sustainably)
	• exploring historic sources to identify the views of a range of stakeholders affected by Federation and citizenship rights (for example, women, children, men without property, or South Sea Islanders)
	• critiquing points of view about a sustainability issue (for example, considering producers' and consumers' views on the sustainable use of resources)

Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)	• analysing sources to identify the causes and effects of past events, developments and achievements (for example, the causes and effects of the struggles for democratic rights such as the Wave Hill walk-off, the Wik decision; of technological advancements such as the advent of television, the internet and the bionic ear; of health policies)
	• using graphic organisers, maps and concept maps to identify patterns (for example, patterns of settlement in regional agricultural areas), trends (for example, changes in Australian immigration statistics) and cause-effect relationships (for example, relationships between war and the movement of refugees, the correlation of low income and poor health, the effects of consumer decisions on the individual, the broader community and on environmental sustainability)
	• interpreting graphic representations and making inferences about patterns and/or distributions (for example, proposing the possible impacts of human activity from an analysis of food webs; reflecting on electoral representation after viewing a plan of the seats held in upper and lower houses of parliament)
	• comparing spatial and statistical distributions in thematic maps, choropleth maps and tables to identify patterns and relationships (for example, patterns in per capita income of countries from the Asia region; the increasing cultural diversity of present day Australia; relationships between human settlement and the changing environment)
	• identifying possible relationships by comparing places similar in one major characteristic but different in others (for example, by comparing places with similar climates but with different cultures as a means of identifying the relative influences of climate and culture)
Evaluating and reflecting	**Elaborations**

Evaluate evidence to draw conclusions (ACHASSI129)

- evaluating and connecting information from various sources to defend a position (for example, the responsibilities associated with Australian citizenship, the right to build in a place, why a person is considered significant)

- contemplating attitudes and actions of the past that now seem strange and unacceptable and imagining what aspects of current society may be viewed in this way in the future

- proposing reasons why socially sustainable practices such as negotiation, arbitration and Reconciliation and cultural mediation resolve issues peacefully

- drawing conclusions based on identified evidence (for example, using census data to construct arguments for and against migration; business council information to identify the ways different businesses provide goods and services to a community)

Work in groups to generate responses to issues and challenges (ACHASSI130)

- planning a project, campaign or enterprise around an identified challenge with specification of the sequence of tasks and activities, responsibilities and deadlines

- participating collaboratively on committees, in an enterprise or a simulated parliament taking responsibility for respectful interactions with others

- applying enterprising behaviours (for example, taking on a leadership role in a project, working with others to make decisions)

- brainstorming solutions to an issue that is significant to a group and using negotiation to reach consensus on a preferred approach to resolving the issue

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)	• relating the decisions made by individuals and organisations to criteria used to evaluate options (for example, the criteria for Australian of the Year, for the award of the Order of Australia, for the selection of a school captain)
	• examining the trade-offs they might consider when developing criteria for evaluating choices (for example, considering the opportunity cost of choosing one leisure activity over another or considering the trade-offs involved when making a purchasing decision such as a phone)
	• applying economics and business knowledge and skills to everyday problems to identify advantages and disadvantages of a proposed response to the issue
	• determining a preferred option for action by identifying the advantages and disadvantages of different proposals, surveying people's views and opinions, analysing the data, and debating and voting on alternatives
Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)	• reflecting on what they have learnt in relation to an issue and identifying problems that might be experienced when taking action to address the issue
	• collecting evidence to build a case for action that takes account of alternative views, minimises risks and mitigates any negative outcomes
	• suggesting a course of action on a global issue that is significant to them and describing how different groups could respond
	• reflecting on the civic activities that students can participate in and the benefits of active and informed citizenship, including the significance of understanding cultural diversity
	• identifying the possible effects of decisions that have been made about an economic or business issue
	• identfying intercultural experiences and how this may affect future cultural interactions

Communicating	Elaborations

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)

- composing information and expository texts, supported by evidence, to describe conclusions from their economic, civic, historical and geographical inquiries

- developing persuasive texts such as arguments for a debate, an essay or an opinion piece, citing sources to justify reasoning

- creating narrative accounts and recounts (for example, a digital multimedia story that records migrant experiences) based on information identified from a range of sources and referring to real characters and events

- describing the relative location of places and their features in Australia and in selected countries of the Asia region, when investigating and making connections

- selecting and applying appropriate media and strategies to suit and enhance their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes

- using accurate and subject-appropriate terms, for example, historical terms (such as 'nation', 'democracy', 'federation', 'empire', 'immigration', 'deportation', 'suffrage', 'enfranchisement', 'heritage', 'diversity', 'contribution', 'achievement', 'significance', 'development', 'rural', 'urban', 'bias', 'stereotype', 'perspective'), geographical terms (such as 'relative location', 'scale', 'cultural diversity', 'inequality', 'interconnections'), civics and citizenship terms (such as 'Westminster system', 'courts', 'monarchy' and 'three levels of government') and economics and business terms (such as 'opportunity cost', 'trade-offs', 'industry sectors')

Knowledge and Understanding

History	Elaborations

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance). Students learn about the way of life of people who migrated to Australia since Federation and their contributions to Australia's economic and social development (significance, empathy). In learning about Australia as a nation, students compare a range of sources to determine points of view (sources, perspectives).

Inquiry Questions

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134)

- studying Australia's path to Federation through an examination of key people (for example, Henry Parkes, Edmund Barton, George Reid, John Quick) and events (for example, the Tenterfield Oration, the Corowa Conference, the referendums held in the colonies between 1898 and 1900)

- comparing the model of Australian federalism with the original model of the United States of America to identify the US influence on Australia's system of government

- identifying key elements of Australia's system of law and government and their origins (for example, the Magna Carta; federalism; constitutional monarchy; the Westminster system and the separation of powers – legislature, executive, judiciary; the houses of parliament; how laws are made)

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)	• investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions
	• describing the significance of the 1962 right to vote federally and the 1967 referendum
	• investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example, Jack Patten or the Aborigines Progressive Association)
	• investigating the experiences of democracy and citizenship of women (for example, the suffragette movement, the bar on married women working, equal pay, the *Sex Discrimination Act 1984*)
	• investigating the experiences of democracy and citizenship of migrant groups (for example, White Australia Policy, internment camps during World War II, assimilation policies, anti-discrimination legislation, multiculturalism, Reconciliation, mandatory detention, pay and working conditions)
	• investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example, their food and shelter, protection, education and contacts with family)
Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)	• comparing push and pull factors that have contributed to people migrating to Australia (for example, economic migrants and political refugees) from a range of places
	• exploring individual narratives using primary sources (for example, letters, documents and historical objects), interviewing and recording an oral history, and presenting the journey and circumstances of arrival based on the sources (for example, through drama)
	• describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and comparing these with those of the communities in which they settled within Australia
	• connecting stories of migration to students' own family histories (where appropriate)

The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)

- examining population data that show the places of birth of Australia's people at one or more points of time in the past and today

- investigating the role of specific cultural groups in Australia's economic and social development (for example, the cattle industry, the Snowy Mountains Scheme, the pearling industry)

- considering notable individuals in Australian public life across a range of fields (for example, the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the National Living Treasures list, the *Australian Dictionary of Biography* or the Australian Honours lists)

- considering the contribution of groups and organisations in the development of Australia in the twentieth century (for example, the CSIRO, environmental action groups, farming cooperatives)

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection** and **change**. Students explore the diverse environments, peoples and cultures within the Asia region and at a global level (space, place, environment) and expand their mental map of the world. Students examine Australia's various connections with other countries and places throughout the world, how these are changing, and the effects of these interconnections (interconnections, change).

Inquiry Questions

- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138)	• using geographical tools (for example, a globe wall map or digital application such as Google Earth) to identify the geographical division of Asia into North-East, South-East, South Asia and West Asia (the Middle East)
	• exploring the diversity of environments and types of settlement in the Asia region, or in part of the region, or in a country in either North-East, South-East or South Asia and discussing any patterns
	• investigating the differences in the population size, density, life expectancy and per capita income between countries across the world
	• describing the location of places in countries of the Asia region in absolute terms using latitude and longitude
Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)	• researching the population size and density of a selection of countries around the world
	• investigating the relationship between per capita income, health (as measured by life expectancy) and energy consumption in a selection of countries around the world, including at least one country from the Asia region
	• comparing people's lives in places with different levels of income

The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)	• identifying examples of indigenous peoples who live in different regions in the world (for example, the Maori of Aotearoa New Zealand, the First Nations of North America and the Orang Asli of Malaysia and Indonesia), appreciating their similarities and differences, and exploring the United Nations Declaration on the Rights of Indigenous Peoples
	• investigating sustainability of the environments in which many indigenous peoples have lived sustainably over time
	• investigating the similarities and differences in official languages, religions and spiritual traditions between Australia and selected countries of the Asia region and other parts of the world
	• researching the proportion of the Australian population and of the population from their local area who were born in each world cultural region, using data from the Australian Bureau of Statistics and then comparing aspects of selected cultures
Australia's connections with other countries and how these change people and places (ACHASSK141)	• researching connections between Australia and countries in the Asia and Pacific regions (for example, in terms of migration, trade, tourism, aid, education, defence or cultural influences) and explaining the effects of at least one of these connections on their own place and another place in Australia
	• exploring the provision of Australian government or non-government aid to a country in the Asia and Pacific region or elsewhere in the world and analysing its effects on places in that country

Civics and citizenship	Elaborations

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens** and **citizenship, diversity and identity.** Students study the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives (government and democracy). Students learn how state/territory and federal laws are made in a parliamentary system (law). Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails (citizenship and identity), and explore the obligations that people may have as global citizens (citizenship, diversity and identity).

Inquiry Questions

- What are the roles and responsibilities of the different levels of government in Australia?
- How are laws developed in Australia?

- What does it mean to be an Australian citizen?

The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143)	- explaining the role of the monarchy and its representatives in Australia including the Governor-General, and the parliaments and courts in Australia's system of government - recognising the importance of the Westminster system and the Magna Carta in influencing Australia's parliamentary government - investigating sites virtually or in situ associated with key democratic institutions to explore their roles, such as Parliament House in Canberra
The roles and responsibilities of Australia's three levels of government (ACHASSK144)	- clarifying the roles and responsibilities of the three levels of government (local, state/territory and federal) - identifying issues where federal and state parliaments both have the power to make laws; recognising that federal law will override the state law if federal and state laws conflict on these issues - identifying instances where there may be multiple levels of government involved (for example, in relation to the environment such as management of the Murray-Darling river system)
The responsibilities of electors and representatives in Australia's democracy (ACHASSK145)	- considering the responsibilities of electors (for example, enrolling to vote, being informed and voting responsibly) - identifying the characteristics that would make for a 'good' representative at the local, state/territory or national level

Where ideas for new laws can come from and how they become law (ACHASSK146) ⛎	• investigating where ideas for new laws come from (for example, from party policy, perhaps announced during an election campaign; from suggestions by members and senators; from interest groups in the community) 📄 🌏 ⛎ • exploring how bills are debated and scrutinised (for example, the role of parliamentary committees and the ability of citizens to make submissions to these committees) 📄 🌏 ⛎ • identifying the role of the Executive in relation to the development of policies and the introduction of bills, including the role of Cabinet in approving the drafting of a bill and the role of the public service in drafting and implementing legislation 📄 🌏
The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) 👥 ⛎	• investigating how people become Australian citizens 📄 🌏 👥 🔗 • discussing the Australian citizenship pledge and comparing it to the former oath of allegiance to the monarch to explore notions of allegiance 📄 🌏 👥 🔗 • clarifying the formal rights and responsibilities of Australian citizenship and comparing these to the rights and responsibilities of non-citizens 📄 🌏 👥 ⛎ 🔗 • exploring how laws protect human rights (for example, gender, disability, race and age discrimination law) 📄 ➕ 🌏 👥 ⛎ 🔗 • exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship (for example, those of Asian heritage) 📄 🌏 👥 ⛎ 🔗 ⚠
The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148) 🌏 👥 ⛎ 🔗	• identifying the obligations people may consider they have as global citizens (for example, an awareness of human rights issues, concern for the environment and sustainability, being active and informed about global issues) 🌏 👥 ⛎ 🔗 🌱 • describing dual citizenship and its implications for identity and belonging 📄 🌏 👥 ⛎ 🔗 • using a current global issue (for example, immigration across borders or clearing native forests to establish palm oil plantations) to discuss the concept of global citizenship 📄 🌏 👥 ⛎ 🔗 🌱
Economics and business	**Elaborations**

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing students' understanding of opportunity cost and why decisions about the ways resources are allocated to meet needs and wants in their community involve trade-offs. The limited nature of resources means that businesses and consumers make choices (resource allocation and making choices). This involves consumers choosing what to purchase and businesses choosing the way they provide goods and services (consumer literacy, business environment). Students consider the effect of consumer and financial decisions on individuals, the community and the environment (consumer and financial literacy). The emphasis is on community or regional issues, with opportunities for concepts to also be considered in national, regional or global contexts where appropriate.

Inquiry Questions

- Why are there trade-offs associated with making decisions?
- What are the possible effects of my consumer and financial choices?
- Why do businesses exist and what are the different ways they provide goods and services?

How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)	• explaining why when one choice is made, the next best alternative is not available (trade-off) (for example, if a student chooses to spend their time (resource) riding their bike after school, they cannot go for a swim (trade-off))
	• explaining why choices have to be made when faced with unlimited wants and limited resources (for example, by compiling a list of personal needs and wants, determining priorities (including sustainability of natural environments) and identifying the needs and wants that can be satisfied with the resources available)
	• exploring some national needs and wants in Australia and an Asian country (for example, access to water, education, health care) and comparing resource limitations and decisions

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The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)	• exploring how a decision to buy an item affects the family (for example, 'Did the family have to put off buying another item to have this one?')
	• investigating whether buying at the local supermarket helps the local community
	• considering if their actions have an effect on the environment (for example, does choosing to use recyclable shopping bags have an effect on the natural environment?)
	• investigating questions (for example, 'Does what my family buys in the supermarket affect what businesses might sell or produce?')
The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)	• identifying why businesses exist (for example, to produce goods and services, to make a profit, to provide employment) and investigating the different ways that goods and services are provided to people such as through shopping centres, local markets, online, small independent stores, remote community stores
	• explaining the difference between not-for-profit and for-profit businesses
	• distinguishing between businesses in the primary, secondary and tertiary industry sectors and discussing what they produce or provide (such as agriculture and mining; textiles and food; and information, tourism and telecommunications)

Year 6 Achievement Standard

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

Year 6 Sub-strand-specific Achievement Standards

History

By the end of Year 6 students explain the significance of an event/development, an individual or group. They identify and describe continuities and changes for different groups in the past. They describe the causes and effects of change on society. They compare the experiences of different people in the past.

Students sequence information about events and the lives of individuals in chronological order and represent time by creating timelines. When researching, students develop appropriate questions to frame a historical inquiry. They identify a range of primary and secondary sources and locate, collect, organise and categorise relevant information to answer inquiry questions. They analyse information or sources for evidence to determine their origin and purpose and to identify different perspectives. Students develop texts, particularly narrative recounts and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts, and incorporate relevant sources.

Geography

By the end of Year 6, students describe the location of places in selected countries in absolute and relative terms. They describe and explain the diverse characteristics of places in different locations from local to global scales. They describe the interconnections between people in different places, identify factors that influence these interconnections and describe how interconnections change places and affect people. They identify and compare different possible responses to a geographical challenge.

Students develop appropriate geographical questions to frame an inquiry. They locate, collect and organise useful data and information from primary and secondary sources. They record and represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret maps, data and other information to identify, describe and compare spatial distributions, patterns and trends, to infer relationships and to draw conclusions. They present findings and ideas using geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge and describe the probable effects of their proposal.

Civics and citizenship

By the end of Year 6, students explain the role and importance of people, institutions, and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.

Students develop appropriate questions to frame an investigation about the society in which they live. They locate, collect and organise useful information from a range of different sources to answer these questions. They examine sources to determine their origin and purpose and describe different perspectives. They evaluate information to draw conclusions. When planning for action, they identify different points of view and solutions to an issue. They reflect on their learning to identify the ways they can participate as citizens in the school or elsewhere. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and civics and citizenship terms and concepts.

Economics and business

By the end of Year 6, students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services.

Students develop appropriate questions to frame an investigation about an economics or business issue, challenge or event. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and evaluate evidence to draw conclusions. They interpret, organise and represent data in a range of formats using appropriate conventions. They generate alternative responses to an issue or challenge and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to a challenge and identify the possible effects of their decision. They apply economics and business knowledge and skills to familiar problems. Students present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and economics and business terms.

Year 7

Sustainable pasts, present, futures

The Year 7 curriculum deepens discipline-specific knowledge, understandings and skills with opportunities for integration across the sub-strands. Students study ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems. Students investigate the nature of water as a natural resource in different global places and times, and the effects, issues and solutions of its use, management and value by different people, past and present. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. Students examine work, consumers, producers and markets and their role in economic sustainability, across time and place. They investigate Australia's commercial, social, legal and political institutions, processes and values and their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively and individuals and groups may express their diverse identities.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities**; and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How is the ancient world investigated and why are investigations of ancient key people, events, ideas and developments significant in the modern world?
- How has the use, management and value of finite natural resources affected how people have lived and societies have evolved in the past and present, and what does this mean for future planning?
- What principles and processes underpin Australia's cohesive society and stable economy and what is the role of political, economic and social institutions in developing and maintaining this?

Year 7 Content Descriptions

Inquiry and skills

Questioning	Elaborations

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges (ACHASSI152)	• developing and revising questions to frame, guide and redirect geographical, historical and social inquiries or stages of an enterprise project
	• developing a range of different types of questions for specific purposes including follow-up questions that deepen understandings (for example, questions to design and revise the stages of an enterprise project, questions to test the validity of assumptions, questions that evaluate decisions and opinions, questions about protocols and sensitivities)
	• making propositions to be tested through a research process
	• appreciating that there may not be a definitive answer to an inquiry question

Researching	Elaborations

Apply a methodology to locate and collect relevant information and data from a range of primary sources and secondary sources (ACHASSI153)	• identifying steps in the research process (for example, identifying information needed, locating information, recording relevant information from sources)
	• using a range of methods, including digital applications, to plan and conduct an information search, and to refine a search for specific or relevant information/images (for example, using 'image search' and 'advanced search' functions)
	• compiling a list of different primary and secondary sources that might contribute relevant information to an investigation of the past (for example, papyrus scrolls, coins, statues, human remains for an archaeological study) or to an investigation of an environmental issue (for example, recorded observations, annotated field sketches, surveys, interviews, and photographs of changes or events)
	• collecting useful information from secondary sources to answer inquiry questions (for example, articles, graphs, charts and statistics to show religious diversity in Australia; information from the Australian Bureau of Statistics to understand patterns of employment in Australia; thematic maps, weather maps, climate graphs, compound column graphs and population pyramids, reports, census data and the media to support a study of liveability of a city)
	• applying ethical research methods to conduct research with people and communities, including applying protocols for consultation with local Aboriginal and Torres Strait Islander communities, demonstrating respectful behaviours in sacred or significant sites, and giving consideration to sensitive issues when seeking information from people

Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales (ACHASSI154)	• deciding which formats best suit the presentation of gathered information after consideration of a range of digital and non-digital media • representing categorised data information using digital and non-digital graphic organisers (for example, tables, flowcharts, SWOT [strengths, weaknesses, opportunities and threats] analysis, cost-benefit analysis, futures timelines, spreadsheets, databases) • constructing tables, graphs and annotated diagrams with the help of digital technologies to represent collected data (for example, diagrams showing how water flows through the environment and connects places; graphs quantifying the influence of environmental quality on aspects of the liveability of places; graphs showing the religious composition of past and contemporary Australian society) • creating maps using computer mapping software or satellite images to show distributions and patterns (for example, to show the spatial distribution and patterns of liveability or the areas affected by a hydrological hazard in Australia and other parts of the world)
Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions (ACHASSI155)	• constructing and annotating timelines to show developments and periods (for example, the approximate beginning and end dates of ancient societies and the periods of time when these coexisted) and events (for example, placing referendums of the twentieth century in a chronological sequence) • applying dating conventions on sequences, including 'BC' (Before Christ), 'AD' (Anno Domini), 'BCE' (Before Common Era), and 'CE' (Common Era) and using terms such as 'prehistory' (before the period of textual recording) and 'history' (the period beginning with named individuals and textual recording) • developing representations to show steps in a sequence (for example, the flow of water, the process for constitutional change) • modelling a system (for example, an ecosystem or hydrological cycle) and using it to explain the sequence of effects when elements are manipulated
Analysing	**Elaborations**

Examine primary sources and secondary sources to determine their origin, purpose and reliability (ACHASSI156)

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- considering relevance and validity when choosing sources and gathering data and information about historical, geographical, social, economic and business issues or events (for example, the relevance of documents written at the time of an event; the validity of personal observations made during fieldwork)

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- differentiating between primary sources in history (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)

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- comparing the different types of primary sources appropriate to history, geography, civics and citizenship, and economics and business, and explaining reasons for the differences

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- identifying who in a source is conveying information about a past or present event and suggesting whose voice may be absent (for example, women, children, Aboriginal and/or Torres Strait Islander Peoples, slaves, religious leaders)

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- using a range of methods to determine the origin, purpose and reliability of different sources, such as determining when the source was written, why it was written and by whom

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- discussing the difficulties in identifying the origin and purpose of some sources (for example, the Kimberley Bradshaw paintings)

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Analyse primary sources and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present (ACHASSI157)

- recognising that limited evidence can sometimes give useful insights into the power structures of a society

- using strategies to detect whether a statement is factual or an opinion, including identification of word choices that may indicate an opinion is being offered (for example, the use of conditionals 'might', 'could', and other words such as 'believe', 'think', 'suggests')

- identifying the perspective in a historical source (for example, the saying of Confucius, 'women and underlings are especially difficult to handle') and discussing the values and attitudes of the society that produced it

- identifying different perspectives about a past or current issue and suggesting influences or circumstances that may have informed these perspectives

- analysing how information can be used selectively to persuade citizens

- identifying and distinguishing points of view of different individuals and groups about a public issue (for example, the development of wind turbine farms, a contentious residential development by a large company, the corporate harnessing of water in a developing country)

Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships (ACHASSI158)	• interpreting the possible meaning of images and symbols in primary sources
	• using and interpreting various types of maps (for example, weather, political, topographic, thematic and diagrammatic maps and isoline or isopleth maps)
	• using aerial images of contrasting places to identify differences (for example, differences in housing density and services)
	• interpreting a variety of graphic representations (for example, tables, charts, graphs, weather maps and satellite images) to identify trends (for example, an increase in the number of people engaged in casual work), spatial and temporal patterns (for example, the patterns of a selected hydrological hazard over time and place) and to observe, describe and contrast the spatial associations of geographical phenomena (for example, the relationship between economic activities, river systems and the availability of surface water)
	• using data to make predictions about future trends (for example, the trend of shopping online, trends in working hours or how people work, changing liveability factors, the rise of knowledge-based work)

Evaluating and reflecting	**Elaborations**
Evaluate and synthesise evidence to draw conclusions (ACHASSI159)	• reviewing the results of an analysis to propose an answer to an inquiry question using at least one discipline-specific concept (for example, significance in history or place in geography) or one humanities and social sciences concept (for example, interconnections) as an organiser
	• evaluating data from a survey to draw conclusions about a current political, social, environmental or business event or issue
	• evaluating and connecting information from various sources to draw evidence-based conclusions
	• drawing conclusions about entrepreneurial behaviour and successful campaigns or about the potential of business enterprise

Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each (ACHASSI160)	• designing and proposing actions to respond to challenges (for example, actions related to environmental and economic sustainability such as ensuring a sustainable supply of water) after considering the possible outcomes
	• identifying where there is a common understanding in a discussion and using points of agreement as a basis for resolving a conflict or differences, recognising their own emotional reactions when interacting with people who are different from themselves or who disagree with their views
	• identifying examples of negotiation and peaceful dispute resolution (for example, arbitration, Reconciliation) used in the wider community to problem-solve
	• identifying the costs and benefits associated with alternatives (for example, the costs and benefits of being an employee compared with those of being a business owner)
	• applying enterprising behaviours to a class activity (for example, taking on a leadership role, establishing goals, accepting responsibility, and negotiating and working with others during the investigation)
Develop and use criteria to make informed decisions and judgements (ACHASSI161)	• outlining the significance of a past event and providing reasons for its significance based on relevant evidence
	• applying social, economic and/or environmental criteria when making decisions about alternative responses to an issue or challenge (for example, applying these criteria to alternative responses to sustainable living in high and low socioeconomic regions or to possible purchasing decisions)
	• examining the trade-offs involved in making choices (for example, choices about spending limited money; how to earn an income such as working as an employee or owning your own business; whether to pay more for an endorsed environmentally friendly product)
	• applying economics and business knowledge, skills and concepts to familiar problems, proposing alternative responses to the issue and assessing the costs and benefits of each alternative

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASSI162)

- reflecting on personal values and attitudes and how these influence responses to an issue (for example, the effect of perceptions of crime on liveability; how their membership of groups affects their perceptions)

- applying a process approach to respond to an issue or challenge (for example, conducting an analysis using processes such as a SWOT analysis; developing a plan of action that incorporates a consultation process that ensures a range of views are heard and people are given opportunities to respond)

- explaining different perspectives on an issue or challenge (for example, sustainability, intercultural behaviour) and proposing action after considering these perspectives and the possible outcomes for different groups

- deciding when consensus is an effective process for a collective action and when it is not

- discussing the consequences of decisions (for example, economic, business, civic or personal decisions), considering alternative responses and predicting the potential effect of those responses

- using knowledge of the past to inform views on probable and preferred (individual or collective) futures, explaining reasoning to justify futures scenarios

Communicating	Elaborations

Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts (ACHASSI163)	• communicating findings, predictions, opinions, decisions, judgements and conclusions, using text types (for example, reports, persuasive essays, reasoned arguments, explanations) selected to suit the purpose and the intended audience
	• citing sources of evidence (for example, archaeological relics and written accounts) in their texts
	• using graphic representations (such as graphs, tables, spreadsheets and photographs) to present, supplement and clarify information contained in reports and other documents
	• using digital technologies to create multimedia presentations (for example, to show the specific features of an ancient battle, pyramid complex or burial site; to show the spatial distribution and patterns of liveability; to present a case for a constitutional change)
	• using correct discipline-specific terms and concepts when presenting findings and conclusions (for example, when explaining the rule of law, separation of powers, secular nation, market, workforce, income, financial objectives, entrepreneurial behaviours and skills, costs and benefits)

Knowledge and Understanding

History	Elaborations

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability**. Students are introduced to an expansive chronology since ancient times to understand broad patterns of historical change (continuity and change, cause and effect). Students apply these understandings in a series of depth studies of ancient societies of the East and West, exploring how these societies are investigated (evidence, contestability) and what investigations show of their contribution to modern social, political and economic systems (significance, perspectives, empathy).

Inquiry Questions

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Overview of the ancient world

The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACHASSK164)	• using a map to describe the pattern of movement of humans 'out of Africa' and across other continents over time, and looking at the types of evidence of these movements (for example, stone tools, human remains and cave paintings)
The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACHASSK165)	• exploring an early example of art (for example, the 17 000 BCE great bull paintings from the Lascaux Cave in France) and discussing why they might have been painted
	• discussing the evolving nature of the evidence in this period, which shows increasingly sophisticated forms of technology (for example, the transition from making tools out of stone, bone and wood to metalworking)
	• identifying sources of evidence for the emergence of organised states (for example, the Cuneiform script phonetic writing of the Sumerians c.3500 BCE; the ancient law code of Hammurabi clay tablets from ancient Babylon c.1790 BCE; artefacts found in the tombs at Ur Sumer c.2500 BCE, which indicate the presence of either royalty or priestesses; pottery shards and fragments discovered in Palestine made of mud from the River Nile in Egypt, as evidence of trade)
Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACHASSK166)	• exploring why the shift from hunting and foraging to cultivation (and the domestication of animals) led to the development of permanent settlements and changed relationships to the environment
	• identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them
	• locating the major civilisations of the ancient world on a world map and using a timeline to identify the longevity of each ancient civilisation
	• identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam) and their key beliefs (through group work)

Investigating the ancient past

How historians and archaeologists investigate history, including excavation and archival research (ACHASSK167)	• identifying different approaches to historical investigation (such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating)
The range of sources that can be used in an historical investigation, including archaeological and written sources (ACHASSK168)	• listing a range of sources (both archaeological and written) required in a historical investigation to develop a response to the question(s) being asked
The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACHASSK169)	• evaluating various methods for investigating the ancient past (for example, stratigraphy to date discoveries; DNA testing to identify past individuals from their remains (such as Egyptian mummies) as well as common diseases)
	• using a cross-sectional drawing of the earth's surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time (for example, a charcoal layer containing human remains and weapons may indicate the capture and destruction of an ancient settlement, such as Troy)
The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACHASSK170)	• investigating the discovery of Mungo Woman in 1969 and the use of radiocarbon dating to draw conclusions about the longevity of human occupation at Lake Mungo
	• generating a range of questions to investigate a source (for example, a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)
The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACHASSK171)	• investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site such as Pompeii
	• explaining the UNESCO-led rescue mission to save the temples of Abu Simbel

The Mediterranean world

The physical features of ancient Greece, Egypt or Rome and how they influenced the civilisation that developed there (ACHASSK172)	• describing the importance of the River Nile to Egyptian society (for example, inundation and farming; the worship of Hapi, god of the Nile; and the use of the Nile as a means of transportation)
	• creating a graphic representation of the social structure of Egyptian society
	• describing the impact of the sea and mountain ranges of Ancient Greece on the development of self-governing city-states
	• describing the importance of the River Tiber to ancient Roman society and the methods Romans used to manage resources (for example, the water supply through aqueducts and plumbing systems)
Roles of key groups in the ancient Greece, Egypt or Rome, including the influence of law and religion (ACHASSK173)	• outlining the rights of women in ancient Egyptian society (for example, in the areas of marriage, family life, work and education) and their responsibilities (that is, generally limited to the home and family)
	• examining evidence of the social structure of Athenian or Spartan society (for example, the roles of citizens, women and slaves in Athenian society and the roles of Spartiates, Perioikoi and Helots in Spartan society)
	• outlining the rights of citizens in ancient Athens (for example, the right to vote), their responsibilities (for example, military service, attending assembly meetings) and the invention of freedom
	• examining the evidence of the social structure of Roman society (for example, the roles of patricians, plebeians, women and slaves in the city of Rome) and the idea of Republican virtue and its historical resonance
	• describing the significance of slavery in the period of the Roman Empire (for example, the acquisition of slaves through warfare, the use of slaves as gladiators and agricultural labourers, and the rise of freedmen)

The significant beliefs, values and practices of ancient Greece, Egypt or Rome, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACHASSK174)	• investigating significant beliefs associated with death and funerary customs in ancient Egyptian society (for example, belief in an afterlife) and practices (for example, burial in tombs and techniques of mummification)
	• generating alternative explanations for the building of the pyramids at Giza
	• investigating the significant beliefs, values and practices of the ancient Greeks (for example, the Olympic Games or the Delphic Oracle)
	• investigating significant beliefs and values associated with the warfare of ancient Greeks (for example, heroic ideals as revealed in the *Iliad*) and military practices (for example, army organisation, the hoplite phalanx and naval warfare)
	• investigating significant beliefs associated with ancient Roman daily life (for example, the evidence of household religion) and practices (for example, the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres)
Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACHASSK175)	• explaining the nature of contact between Egyptians and other societies (for example, trade with Cyprus, Crete and Greece); and conflict (for example, the Battle of Kadesh in the New Kingdom that concluded with Ramses II's peace treaty with the Hittites)
	• explaining the nature of contact between Greece and other societies (for example, the commodities that formed the trade with Egypt, Greek colonisation of the Mediterranean) and conflict (for example, the Persian Wars and the Battle of Salamis, the empire of Alexander the Great and the reach of Greek culture)
	• describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices (for example, the Pantheon of Gods in Greece, Isis in Egypt and Mithras in Persia)
	• reading accounts of contacts between Rome and Asian societies in the ancient period (for example, the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus)

The role of a significant individual in ancient Egyptian, Greek or Roman history (ACHASSK176)	• examining the historical context, early life and achievements of a significant historical figure from the ancient society being investigated (for example, Hatshepsut or Ramses II; Leonidas or Pericles in Greece; or Caesar or Augustus in Rome), and how they were perceived by their contemporaries

The Asian world

The physical features of India or China and how they influenced the civilisation that developed there (ACHASSK177)	• describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade
	• describing how harmonious relationships with the natural world were reflected in Indian belief systems (for example, Hinduism, Buddhism and Jainism)
	• creating a graphic representation of the extent of India as a political unit at this time, including for example, its diverse climatic and geographical features, types and location of food production, areas of high- and low-density population
Roles of key groups in Indian or Chinese society in this period, including the influence of law and religion (ACHASSK178)	• creating a graphic representation of the social structure of Chinese or Indian society
	• outlining the rights and responsibilities of women in Chinese or Indian society (for example, in the areas of marriage, family life, work and education)
	• explaining the social structure of India, including the role of Brahmins – priests, teachers; Kshatriyas – kings, warriors; Vaishyas – merchants, artisans; Shudras – labourers, peasants

The significant beliefs, values and practices of Indian or Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACHASSK179)	• investigating the significant beliefs, values and practices of Chinese society associated with daily life (for example, irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs)
	• investigating the significant beliefs, values and practices of Indian society (for example, associated with rites of passage for boys and men; rites of passage for girls and women; marriage rites such as the role of the family and religious ceremonies)
	• investigating the significant beliefs, values and practices of Indian society associated with death and funerary customs (for example, cremation, the use of professional mourners, the construction of stupas)
Contacts and conflicts within and/or with other societies, resulting in developments and the spread of philosophies and beliefs (ACHASSK180)	• explaining the rise of imperial China (for example, the use of chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's *The Art of War*)
	• examining the extent of Indian contact with other societies (for example, the Persians under Cyrus or the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the material remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; the spread of Hinduism and Buddhism)
The role of a significant individual in ancient Indian or Chinese history (ACHASSK181)	• examining the historical context, early life and achievements of a significant historical figure from China (for example, Confucius or Qin Shi Huang) or India (for example, Chandragupta Maurya or Ashoka) in this period, and how they were perceived by their contemporaries

Geography	Elaborations
Concepts for developing understanding	

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection, sustainability** and **change**. The curriculum in Year 7 focuses on understandings about water as a natural resource and the liveability of places. Students investigate the nature of water as a natural resource and its flows through environments on different continents (environment, interconnections, place). Students examine how water is used and managed (sustainability), the causes and effects of phenomena such as scarcity and hazards (environment, change), and how diverse groups value water, (place, interconnection). Students also explore the liveability of places (place, space, environment, change) in relation to diverse people and places, familiar and distant (place, interconnection, environment). Students examine influences on the liveability of places (environment, interconnection, place) and strategies that enhance liveability, especially for young people (space, interconnection, sustainability, change).

Inquiry Questions

- How does people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Unit 1: Water in the world	
Classification of environmental resources and the forms that water takes as a resource (ACHASSK182)	• classifying resources into renewable, non-renewable and finite/infinite resources, and investigating examples of each type and how they affect environmental sustainability • describing how water is an available resource when it is groundwater, soil moisture (green water), surface water in dams, rivers and lakes (blue water) and treated or recycled (grey water), and a potential resource when it exists as salt water, ice or water vapour
The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183)	• explaining how the movement of water through the environment connects places (for example, the melting of snow in spring feeding rivers and dams downstream) • investigating the importance of environmental flows • investigating the environmental, economic and social uses of water and the effects of water as it connects people and places (for example, the effects of water diversion in the Snowy Mountains)

The quantity and variability of Australia's water resources compared with other continents (ACHASSK184)	• investigating the main causes of rainfall and applying their knowledge to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall
	• interpreting the spatial distribution of rainfall in Australia and comparing it with the distribution of that of other continents
	• using the concept of the water balance to compare the quantity and variability of rainfall, run-off and evaporation on the availability of water in Australia and other continents
The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185)	• investigating the causes of water scarcity, for example, an absolute shortage of water (physical), inadequate development of water resources (economic or political), or the ways water is used
	• investigating whether the use of water in their place is sustainable
	• discussing the advantages and disadvantages of strategies to overcome water scarcity (for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter-regional transfer of water and trade in virtual water, and reducing water consumption)
	• examining why water is a difficult resource to manage and sustain (for example, difficulties in accounting for its economic value, its competing uses and variability of supply over time and space)
	• investigating land use management practices that have adversely affected water supply, such as land clearing and some farming practices

Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186)	• examining and comparing places in Australia and countries of the Asia region that have economies and communities based on irrigation (for example, rice production in the Murrumbidgee Irrigation Area in NSW and the Mekong Delta in Vietnam)
	• exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples
	• examining bays, rivers, waterfalls or lakes in Australia and in countries of the Asia region that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value
	• investigating the spiritual significance of water in an Asian culture
Causes, impacts and responses to an atmospheric or hydrological hazard (ACHASSK187)	• explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods
	• explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard

Unit 2: Place and liveability

Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHASSK188)	• investigating their and others' interpretations of the concept of liveability and choices about where to live (for example, connections to cultural groups, adolescent 'bright lights' attraction, rural to urban migration, retiree tree change and families with children locating near schools) and other facilities
	• discussing the concept of liveability and the ways it is measured and comparing objective measures such as transportation infrastructure with subjective measures such as people's perceptions
	• comparing student access to and use of places and spaces in their local area and evaluating how this affects perceptions of liveability
	• discussing that many Aboriginal and Torres Strait Islander Peoples choose to live on their Country/Place or might prefer to if they had the choice
The influence of accessibility to services and facilities on the liveability of places (ACHASSK189)	• comparing accessibility to and availability of a range of services and facilities between different types of settlements (urban, rural and remote) in Australia and other countries (for example, access to clean water, sanitation, education and health services)
	• examining the role transport plays in people's ability to access services and participate in activities in the local area
	• comparing transportation and accessibility in one Australian city with a city in a country of the Asia region or Europe
The influence of environmental quality on the liveability of places (ACHASSK190)	• researching the effects of air and water pollution on the liveability of cities
	• explaining the importance of water quality to the liveability of places now and into the future
	• investigating the concepts of environmental quality and pollutions by surveying the environmental quality of their local area and its effect on liveability
	• exploring the geophysical nature of the land and how this affects the liveability of a place

The influence of social connectedness and community identity on the liveability of places (ACHASSK191)	• discussing the different types of places where people can feel included or excluded, safe or threatened, and evaluating how this affects perceptions about liveability of places
	• investigating the extent to which people in their place are socially connected or socially isolated and its effect on liveability
Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHASSK192)	• researching methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality
	• developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area), or including traditional owners (for example, developing bilingual signage or Indigenous garden projects in the local area)
	• discussing the impact of housing density on the liveability of places
	• examining whether liveability and environmental sustainability can be enhanced at the same time

Civics and citizenship	Elaborations

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens** and **citizenship, diversity and identity.** The year provides a study of Australia's constitution and how its features shape Australia's democracy (government and democracy) and how Australia's legal system aims to provide justice (laws and citizens). Students explore diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion (citizenship, diversity and identity).

Inquiry Questions

- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?

The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the houses of parliament and the division of powers (ACHASSK193)

- identifying the principles of representative and responsible government that underpin the Australian Constitution

- identifying the composition of the Legislature (the Queen, represented by the Governor-General, and the Senate and the House of Representatives), Executive (the Queen, represented by the Governor-General, Prime Minister and ministers) and Judiciary (the High Court and other federal courts)

- describing the role of the Governor-General and the different roles of the House of Representatives and the Senate, the Prime Minister, ministers or the Cabinet and courts

- exploring the concept of the separation of powers between the Legislature, Executive and Judiciary and how it seeks to prevent the excessive concentration of power

- discussing how ministers are subject to the scrutiny of other Members of the Parliament led by an officially recognised opposition

- using an issue (for example, sustainable water management, education or health) to explore the division of powers between state/territory and federal levels of government, and identifying the way that conflicts between state laws and Commonwealth laws are resolved

The process for constitutional change through a referendum (ACHASSK194)

- describing the process by which referendums to change the Australian Constitution are initiated and decided

- exploring examples of attempts to change the Australian Constitution by referendum (for example, the successful vote on the *Constitution Alteration (Aboriginals) 1967*; the unsuccessful vote on the *Constitution Alteration (Establishment of Republic) 1999*)

- discussing the advantages and disadvantages of having a Constitution that can only be amended by referendum

How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHASSK195)	• discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors • exploring how Australians can receive access to justice and legal representation, such as through legal aid • discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof
How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHASSK196)	• defining the terms 'secular', 'multi-faith' and 'diverse society' and discussing their relevance to Australia today • identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources • appreciating the cultural and historical foundations of Australia's Christian heritage • exploring the diversity of spiritualties among Aboriginal and Torres Strait Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam
How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHASSK197)	• identifying values shared by Australians and deciding which ones could also be considered universal values • identifying how human rights values are consistent with Australian values

How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHASSK198)	• investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole
	• discussing how belonging to a religious or cultural group can provide a sense of belonging and how this group membership can shape an individual's identity
	• identifying the different ways that cultural and religious groups express their beliefs, identity and experiences (for example, through customs, practices, symbols, language, traditions and art, and virtual communities)
	• discussing how stereotypes are linked with people's cultural identity (for example, clothes, accent/language, media representations)
	• considering how Australia's location in the Asian region influences interactions between Australians and those living in the region

Economics and business	**Elaborations**

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of the relationship between consumers, producers and businesses. Students explore how consumers and producers interact in the market (business environment) and how consumers and businesses plan in personal, organisational and financial ways (resource allocation and making choices, consumer and financial literacy) to realise objectives. Students explore the world of work and income, and examine the relationship between entrepreneurial behaviour and successful business (business environment, work and work futures).

Inquiry Questions

- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist and in what other ways can people derive an income?

The ways consumers and producers interact and respond to each other in the market (ACHASSK199)	• investigating the role and interactions of consumers and producers in the market (for example, using a simple circular flow of income model, demand, supply, price mechanism) • investigating how consumers rely on businesses to meet their needs and wants • examining how businesses respond to the demands of consumers (for example, preference for healthy, environment-friendly, organic or ethical products and services) • exploring why businesses might set a certain price for a product (for example, because that's what they think consumers will pay) and how they might adjust the price according to demand • considering how consumers might influence producers in other countries, such as those in the Asia region, to provide goods and services
Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHASSK200)	• explaining the need for setting short- and long-term personal financial objectives and prioritising personal financial responsibilities and needs over wants • identifying ways short- and long-term personal financial objectives can be achieved (for example, through developing a budget and having a savings plan) • explaining how financial records (for example, income statements, balance sheets, budgets and cash flow statements) inform business decision-making • exploring ways that businesses manage finances and plan in the short- and long-term to achieve organisational and financial objectives (for example, by developing a business plan or borrowing to invest in the business)

Characteristics of entrepreneurs and successful businesses (ACHASSK201)	• investigating well-known or familiar successful entrepreneurs and identifying the behaviours and skills that they bring to their business (for example, seeing and taking advantage of an opportunity; establishing a shared vision; demonstrating initiative, innovation and enterprise)
	• observing local businesses to identify factors that contribute to their success (for example, location, quality of service, a high-quality product, sound management practices)
Why individuals work, types of work and how people derive an income (ACHASSK202)	• exploring different types of work (for example, full-time, part-time, casual, at home, paid, unpaid, unrecognised, volunteer)
	• investigating alternative sources of income such as through owning a business, being a shareholder, providing a rental service
	• discussing the ways people who have retired from employment earn an income (for example, age pension, superannuation and private savings)

Year 7 Achievement Standard

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for continuity and change over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals. They identify why individuals choose to work and the various sources of income that exist. Students recognise that people have different perceptions of places, events and issues and explain how this and other factors influence views on how to respond to an issue or challenge.

Students formulate significant questions and propositions to guide investigations. They locate and collect useful data, information and evidence from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify past and present values and perspectives. They interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. They organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions. They make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and predict the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms, conventions and concepts.

Year 7 Sub-strand-specific Achievement Standards

History

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop significant questions to frame a historical inquiry. They identify and select a range of primary and secondary sources and locate, compare and use relevant information and evidence to answer inquiry questions. They analyse information and evidence to determine their origin, purpose and usefulness and to identify past and present values and perspectives. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Geography

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how characteristics of places are perceived and valued differently. They explain interconnections between people and places and people and environments and describe how these interconnections change places and environments. They describe alternative strategies for a geographical challenge, referring to environmental, economic and social factors involved.

Students develop geographically significant questions to frame and guide an inquiry process. They locate, collect, organise and categorise useful data and information from a range of primary and secondary sources. They record and represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology, digital technologies and graphic representations in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.

Civics and citizenship

By the end of Year 7, students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society.

Students formulate significant questions to investigate Australia's political and legal systems. They locate, collect and organise useful information from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify and describe values and perspectives. They evaluate and synthesise information to draw conclusions. When planning for action, students take into account multiple perspectives to develop solutions to an issue. They reflect on their learning to identify ways they can be active and informed citizens. Students present ideas, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, and civics and citizenship terms and concepts.

Economics and business

By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.

Students formulate significant questions and propositions to guide investigations about an economics or business issue, challenge or event. They locate and collect useful data and information from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and evaluate and synthesise evidence to draw conclusions. They interpret, categorise and represent data in a range of appropriate formats using economics and business conventions. They make informed decisions by collaborating with others to generate alternatives and comparing the potential costs and benefits of each. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives and predicting the probable effects of their proposal. They apply economics and business knowledge, skills and concepts to familiar problems. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, economics and business terms, conventions and concepts.

Glossary

absolute location

Location measured by the coordinates of latitude and longitude. Also see *relative location*.

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absolute majority

The minimum number of votes required, which is more than half of all votes, that is, 50 per cent plus one, to make a democratic decision by a group.

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active citizenship

Involvement and informed participation in the civic and political activities of society at local, state, national, regional and global levels. It contrasts with 'passive citizenship' where *citizens* participate only minimally to meet their basic individual responsibilities including *voting* and paying taxes.

AD

A part of a dating system, an abbreviation of 'anno Domini', meaning 'in the year of our Lord'; the years after the birth of Christ.

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aerial photograph

A photograph taken from the air, which can be oblique (taken at an angle) or vertical (taken from straight above the ground); the former being easier for young students to interpret.

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ancient

As defined in the Australian Curriculum: History, the ancient period covers history from the *development* of early human communities (from 60 000 *BCE*) to the end of late antiquity (around 650 *CE*).

Anzac Day

A national remembrance in Australia for the troops that fought at Gallipoli in Turkey (April–December 1915) during World War I, and for Australians who have fought in subsequent conflicts. The acronym ANZAC refers to the Australian and New Zealand Army Corps (ANZAC).

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artefact

Something made or shaped by humans for their use, such as a stone tool, a metal sword, a letter, a plastic toy, usually of historical interest.

Asia

As defined in the Australian Curriculum: History, *Asia* refers to the territorial area that extends from the western border of Pakistan, to the northern border of Mongolia, the eastern border of Japan, and to the southern border of Indonesia.

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attachment to place

People's emotional feelings about and identification with *places*, which can contribute to their personal *wellbeing* and sense of identity.

Australian democracy

A system of government grounded in liberal democratic values and a belief in civic engagement. It includes a written *constitution*, a well-established representative parliamentary process based on the *Westminster system,* and a *constitutional monarch*.

Australian Government, the

The national government of the Commonwealth of Australia, which is also known as the federal government or the Commonwealth Government. It was established by the *Commonwealth of Australia Constitution Act* at the time of Federation.

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basic standard of living

A *standard of living* adequate for the health and *wellbeing* of a person and his/her family, including food, clothing, housing, medical care, necessary social services, the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his/her control, special care for mothers and children, and social protection for all children.

BCE

An abbreviation of 'before the Common Era'. It is the same dating system as the traditionally used BC, meaning 'before Christ'. Historical dates before the birth of Christ are classified as BCE. There is no year zero in this dating system, so the year *CE* 1 immediately follows the year 1 *BCE.* Also see the *CE*.

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biodiversity

A variety of living organisms and *ecosystems* they form. *Biodiversity* has direct value as consumable or useful commodities, indirect value through the provision of *ecosystem services*, and intrinsic value independent of its utility to humans.

blue water

In geography, fresh water in rivers, lakes and dams.

burden of proof

In law, an obligation to prove what is alleged. In criminal cases, this obligation rests on prosecution, which must prove its case beyond reasonable doubt. In civil cases, it rests on a plaintiff, who must prove his or her case on the balance of probabilities. Sometimes, however, this burden shifts, for example, where a defendant raises particular defences.

business

An organisation, *enterprise* or *business* engaged in the production and trade of *goods* or services, usually for profit.

business environment

Contemporary events or trends that influence a *business*, industry or *market*.

Cabinet, the

The *Cabinet* consists of the most senior ministers, including the Prime Minister. The *Cabinet*'s role is to make major policy decisions, including decisions about spending, appointments and introducing legislation.

capital

In economics and business, all physical equipment (machinery, buildings, infrastructure) used by human labour in a process of production, for example, a secretary uses a computer; a farmer uses a mechanical plough. In modern economies, intellectual property and knowledge are types of human capital – necessary resources in the production of *goods* and services.

A study of and practice of map making, including construction of projections, design, compilation, drafting and reproduction, which aims to model reality in ways that communicate spatial information effectively.

cause and effect

Used by historians to identify chains of events and *developments* over time, short-term and long-term.

CE

An abbreviation of `Common Era'. It is the same dating system as the traditionally used *AD*, short for the Latin phrase anno Domini, 'in the year of our Lord'. Historical dates after the birth of Christ are classified as *CE*. There is no year zero in this dating system, so the year *CE* 1 immediately follows the year 1 *BCE*. Also see *BCE*.

characteristics of places

Geographical characteristics of *places* include people, *climate*, production, *landforms*, built elements of the environment, soils, vegetation, communities, water resources, *cultures*, mineral resources and *landscape*. Some characteristics are tangible, for example, rivers and buildings. Others are intangible, for example, scenic quality and socioeconomic status.

choropleth map

A thematic map in which areas are shaded to show higher and lower values of the variable, for example, population density.

chronology

A study of time. In history, *chronology* involves an arrangement of events in order, as in a timeline.

circular flow of income

An economic model that provides a theoretical and simplified representation of operations of an economy, depicting interactions between various sectors of the economy (household, business, finance, government and foreign sectors) and the flows of resources and income between them.

citizen

A person who holds citizenship of a polity, such as a country, and who is a member of a political community that grants certain rights and privileges to its citizens, and in return expects them to act responsibly such as to obey their country's *laws*. Also see *global citizen.*

citizenship

In the Australian Curriculum: Humanities and Social Sciences, there are two uses of the term:

- A legal status granted by birth or naturalisation to *citizens* involving certain *rights* (for example, protection, passport, voting) *and responsibilities* (for example, obey the *law*, vote, defend country). A modern sense incorporates three components: civil (*rights and responsibilities*), political (participation and representation), and social (social virtues and community involvement).

- An identifiable body of knowledge, understanding and skills relating to the organisation and working of society, including a country's political and social heritage, democratic processes, government, public administration and judicial systems.

civic life

A participation one has within a community or communities as distinct from private and family life.

civics

An identifiable body of knowledge, skills and understandings relating to the organisation and working of society. It refers to a nation's political and social heritage, democratic processes, government, public administration and legal system.

civility

Habits of people that display courtesy, politeness and formal regard for others. These behaviours contribute to society's effective functioning.

climate

A long-term average (minimum 30 years) of weather conditions at a *place*. For example, some *climates* are hot and wet all year (Singapore); some have hot, wet summers and warm, dry winters (Darwin); and some have warm, dry summers and cool, wet winters (Adelaide and Perth). Climates can be classified into distinctive types, such as equatorial, tropical, temperate, Mediterranean, semi-arid and arid. These types are found in similar locations around the world.

climate graph

A graph showing average monthly temperature (by a line) and rainfall (by columns) for a location.

climatic zones

Areas of the earth that have similar climatic conditions. The major zones are hot, temperate and polar and are roughly demarcated by lines of latitude.

common good

A term that is popularly understood as sharing of resources among a community for the benefit of that community as a whole. The *common good* is often seen as a utilitarian ideal representing the greatest possible good for the greatest possible number of individuals as opposed to the private good for individuals or sections of society.

common law

A body of English *law* traditionally based on custom and court decisions. Also known as case *law* or precedent, it is law developed by judges through decisions of earlier courts and an understanding of current context. Also see *statute (statutory law)*.

comparative advantage

According to *comparative advantage*, all countries can gain from trade with each other, regardless of their factor endowments (land, labour, capital and entrepreneurship). Given a choice of producing two products, a country is said to have a *comparative advantage* when it specialises in the production and export of particular *goods* and services that it can produce more efficiently; that is, at a lower *opportunity cost* than competitors.

competitive advantage

An advantage that a *business* holds over others in its industry, sector or location. The advantage means that a business is able to sell more of a product, or operate at a lower cost, or better meet the needs of consumers. *Competitive advantage* usually implies that a *business* is more profitable than its competitors.

concept

Any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of *historical inquiry* (for example, evidence, continuity and change, perspectives, significance) and concepts that are culturally significant to Aboriginal and Torres Strait Islander Peoples, such as *Country/Place*.

conservation and preservation

Conservation is careful management of the *environment* and natural *resources*, acknowledging that they may be changed in order to affect a better future for humankind, but not if the impacts on them are too great. Alternatively, *preservation* is an act of maintaining the existing condition of environmental areas as yet untouched by humans.

constitution

Fundamental principles on which a state or other organisation (such as a club) is governed. Usually, this takes the form of a legal document setting out specific powers for a government or governing of that entity.

constitutional monarchy

A form of monarchy in which a monarch acts as a country's head of state according to *law* as required by the *constitution* and that in exercising his or her discretionary powers, the monarch as head of state acts on advice of responsible ministers, excluding exceptional circumstances.

consumer

A person or a group that is the final user of *goods* and services produced within an *economy*.

contestability

An inescapable characteristic of history that occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of *evidence* or different *perspectives*.

continuity and change

Are both evident in any given period of time and apply to the material and immaterial world, *continuities* being aspects of the past that remain(ed) the same over certain periods of time.

continuous resources

Those *resources*, such as solar or wind energy, whose availability is unaffected by their use by humans. Also see *environmental resources*.

conventions

In Civics and Citizenship, unwritten rules of political procedure based on traditional, established practices that are widely accepted. Australia's political system has adopted many of the unwritten conventions of the British *Westminster system*. Conventions may defy the *Constitution*; for example, the procedure for the appointment of Australia's *Governor-General*.

cost-benefit analysis

Determination and evaluation of benefits and costs of a project or decision. The evaluation includes monetary and non-monetary effects.

Country/Place

In the Australian Curriculum, *Country* in this instance refers to a *space* mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a *space* with varying degrees of spirituality.

Place (as it pertains in *Country/Place*) is a space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

culture

A body of beliefs, attitudes, skills and tools by which communities structure their lives and interact with their *environments*.

custodial responsibility

An obligation that Aboriginal and Torres Strait Islander Peoples have to care for the *Country/Place* on which they live, even if they are not traditional owners of that *Country/Place*. Traditional owners have primary responsibility for *Country/Place*.

customary law

Acknowledged behaviour by individuals and groups, which recognise benefits of behaving in accordance with other individuals' expectations and customs. In the Australian Curriculum, this refers to the *customarylaw* of Aboriginal and Torres Strait Islander Peoples; however, in Australia, customary law is subject to constitutional and *common law*. Also see *common law* and *statute (statutory law)*.

data

Information that is directly recorded, which can be quantitative or qualitative.

demand

In economics and business, an amount of a *good* or service that *consumers* are willing and able to purchase at a particular point in time.

democracy

A system of government where power is vested in the people, who may exercise it directly or through elected representatives, and who may remove and replace their political leaders and government in free and fair regular elections.

depth study

As described in the Australian Curriculum: History, a detailed study of specific aspects of a historical period, for example, a particular society, event, movement or *development*. It gives students an opportunity to develop and apply concepts and skills of *historical inquiry*. A *depth study* commonly employs investigation of a range of *sources*, and may include site and museum visits.

development

Economic, social and political changes that improve the *wellbeing* of people.

digital mapping tools

Software programs that draw maps.

digital media

Data generated in a computer, that is, digital audio, digital video, the World Wide Web and other technologies.

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direct action

People participating in person and directly on issues they seek to change, within the bounds of the *law*.

---

distribution

In social sciences, arrangements of *data* or items, for example, in geography, arrangements of items in particular places (distribution of population in a country, distribution of forests across the world).

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division of powers

Vesting of powers within different levels of government. Under the Australian *Constitution*, the Commonwealth Government was vested with specific powers while the states retained general powers. In practice, the distribution of powers has become increasingly centralised over time.

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economic development

A quantitative (output and value) and qualitative (wellbeing) improvement in the standard of living.

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economic growth

An increase in the quantity of *goods* and services produced in an *economy* over a period of time; an increasing ability of society to satisfy the *needs* and *wants* of its people.

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economic sustainability

Economic activity that supports the economic *needs* of the present without compromising the ability of future generations to meet their own *needs*.

---

economic system

A system that coordinates production and distribution of *goods* and services.

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economics

A social science (study of human behaviour) that studies decisions made by individuals, households, *businesses*, governments and other groups about how scarce *resources* are allocated in attempting to satisfy *needs* and unlimited *wants*.

economy

All activities undertaken for the purpose of production, distribution and consumption of *goods* and services in a region or country.

ecosystem

A functioning unit of nature defined by a complex set of relationships among its living organisms (such as microorganisms, plants, animals, humans) and its non-living components (such as water, minerals, soil, air), where all organisms and components are interdependent through *nutrient cycles* and *energy flows*. Every unit can be explored at macro levels (such as the planet) or as specific limited areas.

ecosystem-based management

Management based on improving health of an *ecosystem* producing commodities rather than on maximising production of individual commodities, for example, by increasing *biodiversity*, restoring hydrological systems, protecting marine breeding areas or rebuilding soil structure and fertility.

electors

People who have the right to participate in an election and chose to do so.

empathy

As defined in the Australian Curriculum: History, engaging with past thought and feelings through a *historical inquiry*.

empire

An extensive group of states or countries ruled over by a single monarch, or a sovereign state, which exercises political, economic and cultural rule or control over the people within, such as the Roman Empire and the British Empire.

energy flow

A flow of energy through a biological food chain; a movement of energy around an *ecosystem* through biotic (living) and abiotic (non-living) means. Also referred to as ecology.

enterprise

A *business* unit, company or project that is profit-oriented, non-profit, privately owned or government-controlled, and that combines scarce *resources* for a production and supply of *goods* and services, and especially may require boldness or effort. Alternatively, the term may refer to an undertaking of a project or *business*.

entrepreneur

A person who sets out to build a successful *business* in a new field. *Entrepreneur*'s methods are sometimes regarded as 'ground-breaking' or innovative.

environment

A setting and conditions of an area in which activity occurs, and where features may be natural, managed or constructed.

environmental functions

Functions of an environment that support human life and economic activity are:

- production of raw materials from the natural resources of soil, water, forests, minerals and marine life (the earth's *source* function)

- safe absorption (through breakdown, recycling or storage) of wastes and pollution produced by production and human life (the earth's sink function)

- provision of environmental or *ecosystem* services that support life without requiring human action, for example, climatic stability, *biodiversity*, *ecosystem* integrity and protection from ultraviolet radiation (the earth's *service* function)

- intrinsic recreational, psychological, aesthetic and spiritual value of *environments* (the earth's spiritual function).

environmental quality

Characteristics of a local *environment* that affect human physical and mental health and quality of life, for example, an extent of air and water pollution, noise, access to open space, traffic volumes, and visual effects of buildings and roads.

environmental resources

Resources sourced from an environment, which can be classified as *renewable*, *non-renewable* and *continuous*.

environmental world view

A person's view of the relationship between humans and nature. This ranges from human-centred (in which humans are separate from nature, and any environmental problems can be solved by technology) to earth-centred (in which humans are a part of and dependent on nature and have to work with nature).

equity

A perceived fairness of the way scarce *resources* are used and the way benefits of production are distributed.

ethical protocols

Involves an application of fundamental ethical principles when undertaking research and collecting information from *primarysources* and *secondarysources*, for example, confidentiality, informed consent, citation and integrity of *data*.

evidence

What can be learnt from a historical *source* to help construct a historical *narrative*. Also see *primary source* and *secondary source*.

executive

Also known as the Crown or the government. An institution that develops and implements policies and administers the *law* in Australia. It comprises the *Governor-General* (or Governor at the state level), the *ministry* and the public service.

Executive Council

A constitutional mechanism for providing ministerial advice to the *Governor-General*. The *Executive Council*, which is comprised of ministers and presided over by the Governor-General (or Governor, at the state level) meets to advise the Governor-General or Governor to approve decisions that have been made by the *Cabinet*. Once approved, decisions are given effect by the public service.

export industries

Industries that sell a service to customers who come from other places to obtain the service, as in tourism and education of students from overseas. Both industries bring income into a place.

factors of production

Resources used in the production of *goods* and services classified as land, labour, *capital* and *enterprise*.

features of places

In geography, visible elements of a *place* or *landscape*, classified as natural, managed and constructed. This term is used in early primary education, but is later replaced by the term '*characteristics*', which includes both visible and invisible elements of a *place*.

federalism

A principle of government, which defines a relationship between the central government at the national level and its constituent units at the regional, state or local levels. In Australia, federalism is the *division of powers* between the federal government and the states and territories.

fieldwork

Any activity involving observation and recording of information outside a classroom. It could be within the school grounds, around neighbouring areas or in more distant locations.

geographical inquiry methodology

A process of gathering information from *primary sources* and *secondary sources* as part of the geographical inquiry process. *Geographical inquirymethodologies* involve skills needed to formulate questions, and initiating, planning and implementing an inquiry relevant to a geographical issue, process or phenomenon.

geographical processes

Physical and human forces that work in combination to form and transform the world, for example, erosion, hydrological (water) cycle, migration or *urbanisation*. Geographical processes can operate within and between *places*.

geographical significance

Why a question is worth investigating.

geomorphic

Relating to a form, shape, structure or surface of the earth or its topography.

geomorphic hazard

A hazard originating from the *lithosphere*, including volcanic eruption, earthquake, tsunami and mass movement (landslides or avalanches).

geomorphic landscape

An area defined by a distinctive set of *landforms* produced by a distinctive set of *geomorphic* processes, for example, a riverine, arid or coastal landscape.

global citizen

A person who understands their *rights and responsibilities* at a global level; that is, one's identity transcends geography or political borders, and *rights and responsibilities* are derived from being human. However, these *rights and responsibilities* do not have legal authority or sanctions that those conferred by a nation have.

goods

Tangible items that satisfy *needs* and *wants*, and that can be seen and touched.

Governor-General

A representative of a monarch at the federal level in Australia. The *Governor-General* exercises most of the monarch's powers in relation to Australia at the federal level, while state governors exercise those powers with respect to the Australian states. Other powers are conferred upon the Governor-General by the *Constitution* and *statutes*. In exercising his or her powers, the Governor-General is bound by convention to act on an advice of his or her responsible ministers, except in relation to matters such as appointment and dismissal of a Prime Minister.

green water

In geography, water available for plant growth as soil moisture. Almost all of the world's *natural vegetation*, and most of its agriculture, depend on soil moisture.

Harmony Day

A national day, held in Australia, which celebrates Australia's cultural diversity and promotes intercultural understanding and peace.

hazards

In geography, when forces of nature combine to become destructive and have potential to damage the *environment* and endanger communities.

historical inquiry

In history, a process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing *sources* and using *evidence* from *sources* to develop an informed explanation about the past.

housing density

The number of dwellings per hectare. *Data* required to calculate this measure can be obtained from Australian Bureau of Statistics 2011 Census QuickStats and community profiles.

human rights

Rights that come from being human. That is, the basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the *law*.

human wellbeing

Quality of life of a population. This can be measured by objective indicators, for example, life expectancy, educational attainment and income, or by subjective measures of how people perceive the quality of their life, as revealed by surveys of happiness.

human–environment systems thinking

A method of analysing complex interactions between an *environment* and people, which is able to integrate environmental with attitudinal, demographic, social, economic, technological and political factors. Systems thinking seeks to understand the whole rather than its parts, and see patterns of change over time rather than just as a snapshot in time. The drivers–pressures–state–impact–response (DPSIR) model used in the *Australian State of the Environment* report (SoE 2011) is an example of a human–environment system. Systems can be extended to include elements, for example, values and beliefs.

hydrological systems

Systems of water movement on, above and below the surface of the earth.

identity

A person's conception and expression of their individuality or association with a group. In this curriculum, *identity* refers to a person's sense of belonging to a group, *culture* or to a state or nation, a region or the world. It is a feeling one shares with a group of people, regardless of one's *citizenship* status.

industrialism

An introduction of machinery to produce large quantities of goods using fuel-based technology. Industrialisation involves a division of labour and a development of factories and cities.

industry sector

An area of a business operation. Businesses operate in the primary, secondary and tertiary industry sectors. The primary industry produces goods through the use and extraction of natural *resources* (for example, agriculture and mining). The secondary industry is concerned with converting primary industry materials into finished *goods* (for example, manufacturing, textiles and food). The tertiary industry provides services (for example, information, tourism and telecommunications).

interdependence

A joint dependence between participants in an *economy*; that is, the reliance of *consumers*, workers, *businesses* and governments on each other. In modern economies, people tend to specialise in the production of a *good* or service, and trade that item for another that they could not provide or produce for themselves.

internal migration

Movement of people from living in one defined area to living in another within a country, for example, movement from cities to non-metropolitan coastal locations, or between states and territories.

interpretation

In history, an explanation of the past, for example, about a specific person, event or *development*. There may be more than one interpretation of a particular aspect of the past because historians may have used different *sources*, asked different questions and held different points of view about the topic.

inter-regional transfer of water

A transfer of water from one river basin to another, for example, the transfer of water from the Snowy River to the Murray and Murrumbidgee rivers in the Snowy Mountains Scheme.

land and water degradation

Degradation of the health of land and water *resources* through human actions in ways that threaten ability of these resources to maintain their *environmental functions*. Degradation includes salinity, accelerated soil erosion, soil fertility decline, soil acidification, spread of weeds, loss of *biodiversity* and habitats, and water pollution.

landform

Individual surface features of the earth identified by their shape, for example, dunes, plateaus, canyons, beaches, plains, hills, rivers and valleys.

landscape

A visible appearance of an area, created by a combination of geological, geomorphological, biological and cultural layers that have evolved over time, and as perceived, portrayed and valued by people. A *geomorphic* landscape is the *landscape* without the biological and cultural layers.

law

A system of rules that a particular country or community recognises as regulating the actions of its members and which it may enforce by an imposition of penalties and sanctions.

liberal democracy

An approach to political arrangements that takes the view that the ideal political system should combine majority rule by the people with the protection of the political, legal and social rights of individuals and minority groups.

lithosphere

The solid portion or crust and upper mantle of the earth, also called the geosphere, which is distinguished from atmosphere and hydrosphere.

liveability

An assessment of what a *place* is like to live in, using particular criteria, for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities.

local area

An area around a student's home or school that can be explored in a few hours. The local level of *scale* refers to all areas of similar size.

market

An exchange of *goods*, services or *resources* between buyers and sellers.

media

Forms of communication between a source and receivers including television, radio, print media and the internet, as well as forms of social media. The term usually refers to mass media and the ability of media to inform and influence people. *Media* are key players in democracies where *citizens* need to be informed, influenced and open to a diversity of views.

modern

As defined in the Australian Curriculum: History, the *modern* period covers history from the beginning of the Industrial Revolution around 1750 *CE* to the present.

multicultural

A preservation of different *cultures* or cultural *identities* within a unified society such as a state or nation.

multi-faith

A society characterised by support for, or free activity of, religions within the bounds of the *law*.

narrative

In history, a way of making sense of the past based on a selection of events. There are different types of narrative such as accounts of the past that relate a story (for example, personal, fictitious) and historical recounts (for example, the course of events during the Second World War).

native title

The name given by the High Court of Australia to Indigenous property rights recognised by the court in the *Mabo* judgement (3 June 1992). The *Mabo* judgement overthrew the concept of *terra nullius* – that the land of Australia had belonged to no-one when the British arrived in 1788.

natural vegetation

Vegetation that has evolved in an area over time.

needs

In economics and business, a *good* or service that *consumers* consider necessary to maintain their *standard of living*.

non-government organisation (NGO)

A group that is organised at a local, national or international level around a common interest and on a non-profit, voluntary basis. NGOs mostly operate independently of a government, but when funded by a government, still maintain their independence.

non-profit

A *business* that uses surplus funds to achieve its goals rather than distribute these funds to the owners. These often exist in the form of charities, service organisations and clubs.

non-renewable resources

In geography, those *resources* that cannot be renewed, for example, minerals. Soils that have been degraded can only be renewed over long timescales. Also see *environmental resources*.

opportunity cost

What you have to forgo if you choose to do A rather than B; the value of the next best alternative that is foregone whenever a choice is made.

oral histories

People's spoken recollections of the past, sometimes recorded through an audio or video interview.

outline map

A map that only gives very basic information so that more detail can be added, for example, a map showing borders of a country.

overview

As described in the Australian Curriculum: History, an *overview* provides a conceptual and chronological framework for understanding a particular historical period. It can consist of key features, events, *developments* and broad patterns of historical change. An overview provides a context for a *depth study*.

parliamentary democracy

A system of government in which *executive* is formed from, and responsible to, a parliament, and a head of government (for example, the Prime Minister) is different from a head of state (for example, the Queen).

pattern

In social sciences, a regularity in *data* portrayed in graphs or maps, for example, a decline in population density or rainfall in Australia with increasing distance from the coast.

perception

In geography, people's subjective assessment of *places* and *environments*.

perspective

In humanities and social sciences, a world view or a set of ideas or beliefs that guide actions. *Perspectives* draw on a person's or group's age, gender experiences, cultural or religious background, ideologies and/or intellectual contexts, which influence their world view and inform their opinions, values, and actions. Two types of perspective can be considered: those 'of' people, and perspectives 'on' events and phenomena of the past and present. Also see *point of view*.

place

In geography, parts of the earth's surface that are identified and given meaning by people, which may be perceived, experienced, understood and valued differently.

point of view

Looking at someone or something from a location or position. In the Australian Curriculum: Humanities and Social Sciences, an individual's view about a particular person, event or phenomena, which may be irrational and/or immediately sensed, or deeply considered and reflective. Also see *perspective*.

population pyramid/profile

A graph showing the age and sex composition of a population.

preferential voting

A system of *voting* to rank candidates in order of preference. It is necessary for a winning candidate to achieve an *absolute majority* (50 per cent plus one). If no candidate achieves an absolute majority, a candidate with the fewest number of first preferences is excluded from the count, and his or her votes are distributed among the remaining candidates according to second preferences. This process is continued until one candidate achieves an *absolute majority*. It is the dominant form of *voting* in Australian politics (as compared with simple majority systems of *voting*).

preservation and conservation

Preservation is an act of maintaining the existing condition of environmental areas as yet untouched by humans. Alternatively, *conservation* is a careful management of an environment and natural *resources*, acknowledging that they may be changed in order to affect a better future for humankind, but not if the impacts on them are too great.

prevention, mitigation and preparedness

In geography, *prevention and mitigation* are actions taken in advance to decrease or eliminate an impact of a hazardous event on people, communities and the *environment*, by actions including, for example, lessening a hazard and reducing a vulnerability of a community. *Preparedness* refers to actions taken to create and maintain a capacity of communities to respond to, and recover from, natural disasters, through measures like planning, community education, information management, communications and warning systems.

primary sources

In history, objects and documents created or written during the time being investigated, for example, during an event or very soon after. Examples of *primary sources* include official documents, such as *laws* and treaties; personal documents, such as diaries and letters, photographs, film and documentaries. These original, firsthand accounts are analysed by a historian to answer questions about the past.

In geography, unprocessed, original materials collected by a student, for example, field notes from observations, measurements taken from experiments, or responses received from a survey or questionnaire.

producer

In economics and business, individuals and/or *business* involved in a production of *goods* and services.

proportional representation

A representation of parties, groups or individuals in a legislature in proportion to the number of votes they receive in an election. In Australia, *proportional representation* describes the way candidates are elected in multi-member electorates such as the Senate.

referendum

A principle or practice of referring measures proposed or passed by a legislative body to a vote of an electorate for approval or rejection. In Australia, a referendum is a vote of the Australian *electors* on a proposed change to the *Constitution* by the Commonwealth Parliament that must be approved by a majority of the aggregate of all voters from each state and territory, and also by a majority of voters in a majority (four) of the six states.

region

An area in which various parts have something in common, which distinguishes them from neighbouring regions. Regions can be divisions of a nation, for example, the Wheatbelt of Western Australia; or larger than a nation, for example, South-East *Asia* or a climatic zone. The latter are called 'world regions' in the Australian Curriculum.

relative location

A location relative to other places, for example, a distance to a town from other towns. *Relative location* has a stronger influence on human *characteristics* of places than *absolute location*, as demonstrated by advantages of closeness to suppliers, finance, information and markets for *businesses*, and to education and employment opportunities for individuals. Also see *absolute location*.

religion

An organised system of human values, which recognises spiritual or transcendent dimensions in life.

remote

Distant, far away, for example, a place distant from major population and economic centres.

renewable resources

Resources that are or can be renewed within a relatively short time, for example, water through a hydrological (water) cycle; and plants, animals and marine life through reproduction. However, overuse of a *renewable resource* can lead to its disappearance, as with an over-exploitation of a fishery or an over-extraction of groundwater. Also see *environmental resources*.

representation

In geography, demonstrating geographical information in a visual form, for example, a graph, map, image, field sketch or a multilayered map.

representative democracy

A system of government in which electors choose representatives to a parliament to make *laws* on their behalf.

resource allocation

The assigning of limited *resources* to produce goods and services to meet society's *needs* and unlimited *wants*.

resources

A means to produce *goods* and services that satisfy *needs* and *wants*. The four economic *resources* (factors of production) are land, labour, *capital* and *enterprise*. Production usually requires a combination of *resources*.

rights and responsibilities

Entitlements and obligations that are associated with living in Australia. *Rights and responsibilities* are a cornerstone of modern democracies. While all people in Australia enjoy certain rights (for example, freedom of speech), there are also responsibilities (for example, paying taxes, jury service). *Citizens* also have the right to vote and the responsibility of *voting* at elections.

rule

A requirement to behave in a particular way; a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity, for example, school rules, rules of cricket. *Rules* are usually developed and set by people who have the power and authority to create and enforce them.

rule of law

A legal principle that decisions by government are made according to established principles and that all *citizens* are subject to the *law* and equal before the *law*. Embedded within the *rule oflaw* is the idea that people accept and follow, but also change as needed, *laws* as agreed by a political process and upheld by independent courts.

satellite image

A digital image captured by a satellite above the earth's surface, for example, those combined in Google Earth. They can be processed to measure specific aspects of the land surface, for example, areas of water or cropland.

scale

In geography, there are two uses of the term '*scale*':

- A way that geographical phenomena and problems can be examined at different spatial levels, such as local *scale* and global *scale* (spatial *scale*)

- A relationship between a distance on a ground and a corresponding distance on a map, with the *scale* coded on the map as a ratio, for example, '1 cm:100 km' (map *scale*).

scarcity

An economic problem of having *needs* and unlimited *wants*, but limited *resources* that can be used to achieve those needs and wants.

scattergram graphic organiser

A graphic organiser to record collected *data* to reveal correlations, for example, dates and ages of death collected from a scan of a cemetery.

seasonal calendar

A classification of weeks or months of a year into seasons. The standard classification is spring, summer, autumn and winter, but this is a temperate zone concept imported from Europe. In northern Australia, the seasons are commonly described as the wet and the dry. Aboriginal cultures have much more complex classifications, and these vary considerably from region to region across Australia because they are finely tuned to local *climates* and changing availability of food and other *resources*.

secondary sources

In history, accounts about the past that were created after the time being investigated, and which often use or refer to *primary sources* and present a particular interpretation. Examples of *secondary sources* include writings of historians, encyclopaedia, documentaries, history textbooks and websites.

In geography, *sources* of information that have been collected, processed, interpreted and published by others, for example, census *data*, newspaper articles, and images or information in a published report.

secular

Relating to worldly rather than religion; things that are not regarded as religious, spiritual or sacred. For example, a secular society is one governed by people's *laws* through parliament rather than by religious *laws*.

separation of powers

A doctrine that the three arms of government – the *executive*, the legislature (parliament) and the judiciary – are separate and independent, with powers that act as a check and balance on each other. In Australia, the separation between the *executive* and the legislature is weak because the *executive* is drawn from the legislature, but the separation between the judiciary and the other two arms of government is strong and is enforced by courts.

settlement pattern

A *spatial distribution* of different types of human settlement, from isolated dwellings to villages and outstations, towns, regional centres and large cities. Smaller settlements typically form spatial *patterns* around larger settlements.

significance

Pertaining to events, periods, *developments*, *perspectives* and ideas of the past, which are regarded as having important consequences, duration and relevance to the present, from the point of view of society or ordinary people when contextualised to larger events.

social connectedness

A measure of a number and strength of people's social relationships with other people. These relationships or connections may be with people in the same place or in other places, and they can be face-to-face connections or electronic. The opposite of good social connections is social isolation or loneliness.

social justice

A concept that all people have the right to fair treatment and equal access to the benefits of society.

social sustainability

An idea that current generations promote social inclusion, cohesion and accountability so that future generations should be able to have the same or greater access to social resources as the current generations.

source

Any written or non-written material that can be used to investigate the past, for example, coins, photographs, letters, gravestones, buildings, transcript. A source becomes '*evidence*' if it is of value to a particular inquiry.

space

In geography, a three-dimensional surface of the earth on which everything is located and across which people, goods and information move.

spatial association

In geography, similarity in *spatial distributions* of two or more phenomena. A *spatial association* suggests that there may be a relationship between the phenomena, which can then be explained through an operation of atmospheric, hydrologic, geomorphic, biological, socioeconomic or political processes.

spatial distribution

An arrangement of particular phenomena or activities across the surface of the earth.

spatial technologies

Any software or hardware that interacts with real-world locations. A use of *spatial technologies* forms the basis of many geographers' work practice. The Global Positioning System (GPS), Google Earth, geographic information systems (GIS) and satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial *data*.

spatial variations

A difference or variation (in terms of population, population density, *gross domestic product (GDP)*, life expectancy) over an area of the earth's surface.

standard of living

A level of wealth and consumption of a population (such as a nation or socioeconomic group), measured by using factors such as gross domestic product (GDP), inflation, income, employment, poverty rate, housing, access to and standard of health care and education, safety, and environmental quality.

statute (statutory law)

In Australia, a *statute* is a written *law*, also known as an act of parliament or legislation, which commences as a bill, is passed by the parliament and has received royal assent (by the *Governor-General* or a governor, or, in very rare cases, directly by the monarch). A statute may commence upon royal assent, or a specified date, or upon a date declared in a proclamation. Also see *common law*.

stewardship

One of many world views that informs ways of achieving *sustainability*. When applied to the *environment, stewardship* is an ethical position that supports careful management of *environmental resources* for the benefit of present and future generations. Stewards do not own *resources*; they only manage them.

supply

An amount of *goods* and services that are available; an amount of *goods* that producers are willing to offer for sale.

sustainability

An ongoing capacity of an *environment* to maintain all life, whereby the *needs* of the present are met without compromising the ability of future generations to meet their *needs*.

sustainable development

A development that meets the *needs* of the present without compromising the ability of future generations to meet their own *needs*. *Sustainable development* values *resources* for their future as well as current uses.

system

A group of interacting objects, materials or processes that form an integrated whole. In geography, biophysical systems include humans and their activities and impacts.

term

In the Australian Curriculum: History, a word or phrase used to describe an abstract aspect or feature of the past (for example, colonisation, revolution, imperialism, democracy) and more specific features (for example, pyramid, gladiator, temple, rock shelter).

terra nullius

A concept in international *law* meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the colonisation of Australia. Also see *native title*.

thematic map

A map that portrays a specific type of information, for example, rainfall, transport routes, climatic zones or population distribution.

topographic map

A detailed, large-scale map of a part of the earth's surface, which illustrates the shape of a land and selected natural and human *features* from the surrounding *environment*.

trade-off

A sacrifice that must be made when choosing how to use *resources*. The preferred (next best) alternative is known as the *opportunity cost*.

trend

A *pattern* in change over time in a set of *data*.

urbanisation

A process of economic and social change in which an increasing proportion of the population of a country or region live in urban areas.

vegetation corridor

Strips of vegetation that connect larger but isolated vegetated areas. They enable movement of animals and plants between places, reduce ecological effects of habitat fragmentation and help protect *biodiversity*.

voting

A means of formally expressing opinion or choice on an issue or electing a representative. The term is frequently understood in relation to government as a formal expression of preference for a candidate for office or for a proposed resolution of an issue within a parliament.

wants

A *good* or service that is desired in order to provide satisfaction to a user, but which is not necessary for survival or to meet the *basic standard of living* in a community.

water scarcity

A lack of sufficient available water *resources* to meet the demands of water usage within a place. It can result from an absolute shortage of water (physical water scarcity), lack of money to utilise an adequate source of water (economic water scarcity) or the unequal distribution of water resources due to political or ethnic conflict.

wellbeing

An overall measure of quality of life for individuals and society.

West Asia (Middle East)

The countries of Georgia, Armenia, Azerbaijan, Turkey, Cyprus, Lebanon, Syria, Israel, Palestine, Jordan, Egypt, Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, Iraq and Iran. Afghanistan is sometimes included in the region, or in Central *Asia*. 'West *Asia*' is also known as the 'Middle East'.

Westminster system

A system of parliamentary government, also known as responsible government, which evolved in England and was adopted in its colonies, including Australia. It is based on the principle that the *executive* government is responsible to the people through the parliament. The *executive* government is formed by those who command the support of the lower House of Parliament. Ministers, including the Prime Minister, are members of a House of Parliament and are accountable to it. There is a separate, largely ceremonial, head of state, an independent public service and an independent judiciary that applies the *rule of law*.

world region

Biophysical, geographical, economic or political regions larger than a nation, for example, the Sahara Desert, Sub-Saharan Africa, the Global North and the Association of Southeast Asian Nations (ASEAN).

The Australian Curriculum
Humanities and Social Sciences - 7–10 History

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Overview

Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The 7–10 curriculum generally takes a world history approach within which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society and in creating rewarding personal and collective futures.

Aims

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Structure

The Australian Curriculum: History is organised into two interrelated strands: historical knowledge and understanding and historical inquiry and skills.

Historical knowledge and understanding strand

This strand includes personal, family, local, state or territory, national, regional and world history. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

Concepts for developing historical understanding

The Australian Curriculum: History identifies the concepts of evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability as integral to the development of historical understanding. These concepts are the key ideas involved in teaching students to think historically in the Australian Curriculum: History and are developed in the following ways:

Evidence

Evidence is what can be learnt from a historical source to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion. Historical sources do not 'speak for themselves'. While a source can offer information, it yields evidence only when relevant and probing questions are asked about it; for example, the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of a society. To find evidence in a source, a number of processes can be used, beginning simply and becoming more sophisticated. They include comprehending explicit information, interpreting any implied meaning, analysing patterns and themes, evaluating the usefulness of the source, and weighing up if and how the source's evidence helps answer the inquiry/research question being pursued. Evaluating involves probing the 'problematic' aspects of a source, particularly its authenticity, accuracy and representativeness. Evaluating those qualities can involve 'corroboration' – deciding whether other sources provide evidence that complements and supports it.

Continuity and change

Continuity and change are not only key concepts in history, but ones that challenge students to move from simplistic notions of history as a series of events, to powerfully complex understandings about change and continuity. Change occurs at different rates simultaneously, linking forward and backward in time, while continuities define aspects of the past that remain/ed the same over certain periods of time. Elements of change and continuity exist simultaneously in the material and immaterial world. The complex mix of change and continuity is readily evident in human affairs. for example, in the lives of individuals, families and communities; the appearance and uses of places; the structure and purposes of institutions; the beliefs and values underpinning forms of cultural and artistic practice; and the design, accessibility and use of technologies.

Cause and effect

The concepts of cause and effect invoke the most vital question in history: 'why?' The term 'cause and effect' is used by historians to identify chains of events and developments over time, short term and long term. This suggests that there can be multiple causes and effects of an event, that they are related, and that they can be variously immediate or longstanding. Causes imply motive – the question of why significant players in the unfolding events acted as they did. In establishing motive, historical study involves a re-enactment of past thinking, an elusive process fraught with challenge and inevitably ending in tentative explanations. The challenge for students to understand the concepts of cause and effect is complex. From young students' early notion that things simply happen randomly, and what did happen was inevitable, the study of contextual and causal factors in history can enable eventual understanding of the complex interrelationship of multiple, shifting causes.

Significance

There is too much history to remember all of it. In historical studies, the selection of what should be investigated and remembered is assisted by examining the significance of particular aspects of the past, considering questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? And how relevant is it to the contemporary world? Significant events include those resulting in great change over long time periods, as well as the history of ordinary people made significant when contextualised to larger events and of relevance to us today. In recent decades, some historians have explored new areas of significance or have brought fresh perspectives to traditional areas. Increasingly, there are histories of the oppressed, the marginalised and the 'ordinary' people of 'ordinary' communities, including people who were relatively powerless due to race, religion, gender or class. Students could be engaged in historical inquiry by debating whether a particular event is 'historically significant'.

Perspectives

In historical study, a perspective is a person's point of view, the position from which they see and understand events going on around them. In studying history, two types of perspective are important. First, there are the perspectives of people in the past and the social, cultural, intellectual, and emotional contexts that shaped their lives and actions. Students will encounter some people from the past who had unusual and unexpected ideas and attitudes, which can prompt students to think deeply about those 'strange' ideas, and also – by comparison and contrast – about the taken-for-granted assumptions of their own society. However, not all people in any particular society in the past always had the same perspectives. As today, there could be dramatic differences in values, attitudes and practices among people in societies long ago – producing instability, conflict and upheaval. Studying historical differences in perspective, and consequent conflict, can help students understand the roots of conflict in their own world and offer signposts towards possible resolution of that conflict. At the same time, it should be remembered that a person's point of view on a particular issue can be affected by simple self-interest, rather than by deeply held values and attitudes. Second, there are the perspectives on the past. People, particularly historians, can disagree markedly about past events, their causes and effects. There are various reasons for these differences among historians, including which historical sources they studied, how they interpreted those sources, and the historian's background, knowledge, expertise and values.

Empathy

In historical inquiry, the term 'empathy' is used to describe engagement with past thought. The re-enactment of past thought and feeling is a greater challenge than constructing descriptions and explanations of the past. It requires an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced and the motivations, values and attitudes behind their actions. Empathy encourages students to overcome the common tendency to see people of the past as strange and incomprehensible. Student empathy is encouraged when a teacher sets the scene in a particular historical setting and asks the students to describe a memorable episode and to express their thoughts and feelings. It is an imaginative activity, but unlike creative fiction, it relies on a disciplined imagination. The aim is for students to respond in ways that are true to the time and the situation – plausible and convincing in the activities described, words spoken, attitudes expressed and values implied. However, empathy is not authentically achieved if later standards, customs, values and truths are used to judge other times, potentially creating wild and unhistorical imaginings. Empathy promotes deeper understanding of 'difference' in the past and – where appropriate –tolerance and acceptance in the present.

Contestability

Contestability is an inescapable characteristic of history, emerging from the essential nature of the discipline. History is the study and description of something ('the past') that no longer exists. Reconstructing the past depends on the surviving fragments of the past – themselves 'problematic'; involves processes of interpretation; disciplined imagination; and judgement by historians who bring to the task their various abilities, experiences, perspectives, foibles and fallibilities. Contestability occurs when particular interpretations about the past are open to debate, for example as a result of a lack of evidence or different perspectives, with debate often remaining intractable. Some students might question the value of a discipline that seems incapable of producing 'the truth'. But contestability gives history a distinctive strength and value. In history, as in life, certainty remains elusive – but nonetheless worth the pursuit.

Historical inquiry and skills strand

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

Historical inquiry processes and skills are described in bands of schooling at two-year intervals.

Relationship between the strands

The two strands are integrated in the development of a teaching and learning program. The historical knowledge and understanding strand provides the contexts through which particular skills are to be developed. In each year of 7–10, the skills are applied to increasingly complex concepts.

Key inquiry questions

Each year level in Years 7–10 includes key inquiry questions that provide a framework for developing students' historical knowledge, understanding and skills.

Overviews

Historical knowledge and understanding includes an overview of the historical period to be covered in each year level 7–10. The overview is not intended to be taught in depth. The overview content identifies important features of the historical period at the relevant year level and provides an expansive chronology that helps students understand broad patterns of historical change.

Depth studies

In addition to the overview, historical knowledge and understanding includes three depth studies for the historical period at each year level 7–10. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective is studied in detail. The content in each elective is designed to allow detailed study of specific aspects of the historical period. The order and detail in which content is taught is a programming decision. Content may be integrated in ways appropriate to the specific local context; and it may be integrated with the content of other depth-study electives.

Relationship between overviews and depth studies

As part of a teaching and learning program, the depth-study content at each year level 7–10 may be integrated with the overview content. The overview provides the broader context for the teaching of depth-study content. This means that the overview content can provide students with an introduction to the historical period, it can make the links to and between the depth studies, and it can consolidate understanding through a review of the period.

PDF documents

Resources and support materials for the Australian Curriculum: History are available as PDF documents.

History: Sequence of content 7-10

History: Sequence of achievement 7-10

Year 7

The ancient world

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability.** These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 7 are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Year 7 Content Descriptions

Historical Knowledge and Understanding

Overview of the ancient world

The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, approximately 60 000 BC (BCE) – c.650 AD (CE), as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACOKFH001)	• using a map to describe the pattern of movement of humans 'out of Africa' and across other continents over time, and looking at the types of evidence of these movements (for example, stone tools, human remains and cave paintings)

the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)	• exploring an early example of art (for example, the 17 000 BC (BCE) great bull paintings from the Lascaux Cave in France) and discussing why they may have been painted
	• discussing the evolving nature of the evidence in this period, which shows increasingly sophisticated forms of technology (for example, the transition from making tools out of stone, bone and wood to metalworking)
	• identifying sources of evidence for the emergence of organised states (for example, the Cuneiform script phonetic writing of the Sumerians c.3500 BC (BCE); the ancient law code of Hammurabi clay tablets from ancient Babylon c.1790 BC (BCE); artefacts found in the tombs at Ur Sumer c.2500 BC (BCE), which indicate the presence of either royalty or priestesses; pottery shards and fragments discovered in Palestine, made of mud from the River Nile in Egypt, as evidence of trade)
key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)	• exploring why the shift from hunting and foraging to cultivation (and the domestication of animals) led to the development of permanent settlements
	• identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them
	• locating the major civilisations of the ancient world on a world map and using a timeline to identify the longevity of each ancient civilisation
	• identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam) and their key beliefs (through group work)

Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

1 Investigating the ancient past	Elaborations

Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.

Investigating the ancient past

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)	• identifying different approaches to historical investigation such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating
The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)	• listing a range of sources (both archaeological and written) required in an historical investigation to develop a response to the question(s) being asked
Methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACDSEH030)	• evaluating various methods for investigating the ancient past (for example, stratigraphy to date discoveries; DNA testing to identify past individuals from their remains (such as Egyptian mummies) as well as common diseases) • using a cross-sectional drawing of the earth's surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time (for example, a charcoal layer containing human remains and weapons may indicate the capture and destruction of an ancient settlement such as Troy)
The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)	• investigating the discovery of Mungo Woman in 1969 and the use of radiocarbon dating to draw conclusions about the longevity of human occupation at Lake Mungo • generating a range of questions to investigate a source (for example, a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)
The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148)	• investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site such as Pompeii • explaining the UNESCO-led rescue mission to save the temples of Abu Simbel

2 The Mediterranean world	**Elaborations**

Students investigate ONE of these Mediterranean societies in depth: Egypt or Greece or Rome.

Egypt

Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002)	• describing the importance of the River Nile to Egyptian society (for example, inundation and farming, the worship of the god of the Nile, and the use of the Nile as a means of transportation)
Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)	• creating a graphic representation of the social structure of Egyptian society • outlining the rights of women (for example, in the areas of marriage, family life, work and education) and their responsibilities (that is, generally limited to the home and family)
Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)	• investigating significant beliefs associated with death and funerary customs (for example, belief in an afterlife) and practices (for example, burial in tombs and techniques of mummification) • generating alternative explanations for the building of the pyramids at Giza
Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034)	• explaining the nature of contact with other societies (for example, trade with Cyprus, Crete and Greece); and conflict (for example, the Battle of Kadesh in the New Kingdom that concluded with Ramses II's peace treaty with the Hittites)
The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II (ACDSEH129)	• examining the historical context, early life and achievements of a significant historical figure from ancient Egypt, and how they were perceived by their contemporaries

OR

Greece

Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003)	• describing the impact of the sea and mountain ranges of Ancient Greece on the development of self-governing city-states

Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035)	• examining evidence of the social structure of Athenian or Spartan society (for example, the roles of citizens, women, slaves in Athenian society and the roles of Spartiates, Perioikoi and Helots in Spartan society)
	• outlining the rights of citizens in ancient Athens (for example, the right to vote), their responsibilities (for example, military service, attending assembly meetings) and the invention of freedom
Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)	• investigating the significant beliefs, values and practices of the ancient Greeks (for example, the Olympic Games or the Delphic Oracle)
	• investigating significant beliefs and values associated with warfare (for example, heroic ideals as revealed in the Iliad) and military practices (for example, army organisation, the hoplite phalanx and naval warfare)
Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037)	• explaining the nature of contact with other societies (for example, the commodities that formed the trade with Egypt, Greek colonisation of the Mediterranean) and conflict (for example, the Persian Wars and the Battle of Salamis, the empire of Alexander the Great and the reach of Greek culture)
The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)	• examining the historical context, early life and achievements of a significant historical figure from ancient Greece, and how they were perceived by their contemporaries

OR

Rome

Physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there (ACDSEH004)	• describing the methods used by the Romans to manage resources (for example, the water supply through aqueducts and plumbing systems)

Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion (ACDSEH038)	• examining the evidence of the social structure of Roman society (for example, the roles of patricians, plebeians, women and slaves in the city of Rome) and the idea of Republican virtue and its historical resonance
	• describing the significance of slavery in the period of the Roman Empire (for example, the acquisition of slaves through warfare, the use of slaves as gladiators and agricultural labourers, and the rise of freedmen)
Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH039)	• investigating significant beliefs associated with daily life (for example, the evidence of household religion) and practices (for example, the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres)
Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)	• describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices (for example, the Pantheon of Gods (Greece), Isis (Egypt) and Mithras (Persia))
	• reading accounts of contacts between Rome and Asian societies in the ancient period (for example, the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus)
The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131)	• examining the historical context, early life and achievements of a significant historical figure from ancient Rome, and how they were perceived by their contemporaries

3 The Asian world	**Elaborations**

Students investigate ONE of these Asian societies in depth: India or China

India

Physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)	• describing how harmonious relationships with the natural world were reflected in Indian belief systems (for example, Hinduism, Buddhism and Jainism)
	• creating a graphic representation of the extent of India as a political unit at this time (for example, its diverse climatic and geographical features, types and location of food production, areas of high- and low-density population)

Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion (ACDSEH044)	• creating a graphic representation of the social structure of Indian society
	• explaining the social structure of India, including the role of Brahmins – priests, teachers; Kshatriyas – kings, warriors; Vaishyas – merchants, artisans; Shudras – labourers, peasants
Significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045)	• investigating the significant beliefs, values and practices of Indian society associated with, for example, the role of the family and religious ceremonies (such as rites of passage for boys and men; rites of passage for girls and women; marriage rites)
	• investigating the significant beliefs, values and practices of Indian society associated with death and funerary customs (for example, cremation, the use of professional mourners, the construction of stupas)
Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046)	• examining the extent of Indian contact with other societies such as the Persians under Cyrus, the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the material remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; the spread of Hinduism and Buddhism
The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133)	• examining the historical context, early life and achievements of a significant historical figure from India in this period, and how they were perceived by their contemporaries

OR

China

Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)	• describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade
Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion (ACDSEH041)	• creating a graphic representation of the social structure of Chinese society
	• outlining the rights and responsibilities of women (for example, in the areas of marriage, family life, work and education)

Significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042)	• investigating the significant beliefs, values and practices of Chinese society associated with daily life (for example, irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs)
Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)	• explaining the rise of imperial China (for example, the use of chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's The Art of War)
The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)	• examining the historical context, early life and achievements of a significant historical figure from China in this period, and how they were perceived by their contemporaries

Historical Skills

Chronology, terms and concepts	Elaborations
Sequence historical events, developments and periods (ACHHS205)	• identifying the approximate beginning and end dates of ancient societies and the periods of time when they coexisted
Use historical terms and concepts (ACHHS206)	• defining and using terms such as BC (Before Christ), AD (anno Domini), BCE (Before Common Era), and CE (Common Era); prehistory (before the period of textual recording) and history (the period beginning with named individuals and textual recording)
	• defining and using concepts such as slavery, divine right, source (where a historian finds information) and evidence (the information that is used by the historian)

Historical questions and research	Elaborations

Identify a range of questions about the past to inform a historical inquiry (ACHHS207)	- posing a key question such as: 'How were the pyramids at Giza built?' and understanding that there may not be a definitive answer; identifying related questions to inform the inquiry including: 'What evidence is there?' 'What theories have been developed?' - posing questions of sources such as: 'Where does it come from?' 'How do we know?' 'What information does it provide?' 'What other sources might be needed?' - identifying steps in the research process (for example, identifying information needed, locating that information, recording relevant information from sources)
Identify and locate relevant sources, using ICT and other methods (ACHHS208)	- compiling a list of different sources (for example, papyrus scrolls, coins, statues, human remains) - using web search techniques to refine a search for information/images related to a historic site (for example, use of place names, dates and search words such as 'photo gallery') - identifying information within a source that can be used as evidence to support an interpretation

Analysis and use of sources	Elaborations
Identify the origin and purpose of primary and secondary sources (ACHHS209)	- responding to questions about photographs, artefacts, stories, buildings and other sources to explain the past such as: 'Who wrote/produced this?' 'When?' 'Why?' 'What does it show about the past?' - discussing the difficulties in identifying the origin and purpose of some sources (for example, the Kimberley Bradshaw paintings) - differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)

Locate, compare, select and use information from a range of sources as evidence (ACHHS210)	• creating categories (that is, concepts) with which to organise information obtained from sources
	• identifying a range of archaeological sources (for example, the physical remains of the Colosseum, gladiatorial equipment such as helmets, mosaics showing gladiatorial combat, written accounts of what happened in the Colosseum)
Draw conclusions about the usefulness of sources (ACHHS211)	• recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society
	• distinguishing between a fact (for example, 'some gladiators wore helmets') and an opinion (for example, 'all gladiators were brave')
	• using strategies to detect whether a statement is fact or opinion, including word choices that may indicate an opinion is being offered (for example, the use of conditionals 'might', 'could', and other words such as 'believe', 'think', 'suggests')

Perspectives and interpretations	Elaborations
Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)	• identifying the possible meaning of images and symbols in primary sources
	• identifying the perspective in a historical source, such as the saying of Confucius, 'women and underlings are especially difficult to handle', and discussing the values and attitudes of the society that produced it

Explanation and communication	Elaborations
Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)	• outlining the significance of a past event, providing reasons for the event and referring to relevant evidence
	• describing the social structure of the ancient society, using evidence from sources such as artwork and written accounts
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)	• creating an audiovisual presentation, using ICT, to recreate and show the specific features of an ancient battle, temple, pyramid complex or burial site

Year 7 Achievement Standard

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Year 8

The ancient to the modern world

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability.** These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 8 are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Year 8 Content Descriptions

Historical Knowledge and Understanding

Overview of the ancient to modern world

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, c.650 AD (CE) – 1750, as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:

the transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008)	• recognising how relations between the Islamic and Western worlds were characterised by both peaceful coexistence (trade) and conflict during this period (the Crusades)
	• discussing Britain after the end of the Roman occupation; the Anglo-Saxon kingdoms; Old English and the foundations of modern English; Beowulf and archaeology; Anglo-Saxon institutions and the roots of medieval parliament
key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009)	• identifying the major civilisations of the period (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca); where and when they existed; and their extent (for example, the Vikings through Europe, the Mongols across Eurasia, and the Spanish in the Americas)
	• locating the major trading routes (including the Mediterranean; the Silk Road; the sea route between China, India and the east coast of Africa; and the Columbian Exchange) on a map and identifying the nature of the trade/contact (for example, along the Silk Road – slaves, spices, silk, glassware, spread of knowledge and diseases)
	• describing beliefs about the world and the voyages of discovery (European and Asian), the nature of the voyages and the redrawing of the map of the world
	• explaining the significance of land ownership in the practice of feudalism and the nature of feudalism in Europe (for example, knights) and Japan (for example, samurai)
the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) (ACOKFH010)	• discussing the extent of knowledge about the world as indicated through changing world maps (for example, the Da Ming Hun Yi Tu world map (1389 AD/CE); and the Nova Totius Terrarum Orbis by Hendrik Hondius (1630))

Depth studies

There are three depth studies for this historical period. For each depth study, there are up to four electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

Students investigate ONE of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy.

The Ottoman Empire (c.1299 – c.1683)

	Elaborations
The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009)	• describing the way of life of people in the Ottoman Empire (for example, the role of the coffee house and bazaar or marketplace, the power and responsibility of the Sultan to ensure that justice was served within society)
Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture (ACDSEH053)	• describing Ottoman art and architecture (for example, the Selimiye Mosque in the city of Edirne in Turkey, and Islamic geometric design)
Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)	• outlining the millet system that regarded non-Muslim people as subjects, but as not being subject to Muslim law • explaining the tolerance of the Ottomans towards Christians and Jews
The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)	• investigating the achievements of individuals (for example, Selim I in establishing the empire and capturing Jerusalem; or Suleiman the Magnificent in expanding the empire to Belgrade in Europe)

OR

Renaissance Italy (c.1400 – c.1600)

	Elaborations
The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)	• describing the way of life of people in Renaissance Italy (for example, the role of men in tending the fields or merchant shops, the influence of government in particular city-states, for example Naples – a monarchy, Florence – a republic)

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning (ACDSEH056)	• describing the work of Leonardo da Vinci (for example, his artworks Mona Lisa and The Last Supper and inventions: a rudimentary helicopter and solar power); the work of Michelangelo (for example, the Sistine Chapel paintings, David, Pietà); the thinking of Copernicus (for example, astronomy – seeing the sun as the centre of the universe); and the invention of the printing press • investigating learning in the Renaissance period (for example, humanism, astrology, alchemy, the influence of ancient Greece and Rome)
Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057)	• explaining the influence of the Medici family in Florence as bankers and merchants, and their patronage of the arts
The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (ACDSEH058)	• investigating the achievements of Galileo (for example, improvements in the telescope and his astronomical observations)
The spread of Renaissance culture to the rest of Europe, and its legacy (ACDSEH059)	• outlining the spread of Renaissance culture to England (for example, the rise of literature through Shakespeare)

OR

The Vikings (c.790 – c.1066)

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)	• locating Viking lands in Scandinavia (Denmark, Norway and Sweden) • describing the way of life of the Vikings (for example, living in a cold and harsh environment; the importance of farming and raids; the significance of honour in Viking warrior society)

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)	• describing Viking craft with particular emphasis on the production of weapons (for example, swords, battle axes and helmets)
	• outlining the key role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the adoption of Christianity during the Viking period
	• investigating the construction of longboats and their role in exploration, including innovations in keel and sail design.
	• describing evidence of Viking trade between Russia (Kiev) and the east (through Constantinople)
Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)	• explaining the attacks on monasteries (for example, Lindisfarne (793 AD/CE) and Iona (795 AD/CE)), and reviewing the written accounts by monks that contributed to the Vikings' reputation for pillage and violence
	• explaining the survival of a heroic Iron Age society in Early Medieval Ireland, as described in the vernacular epics, and its transformation by the spread of Christianity; the influence of the Vikings; the Anglo-Norman conquest
	• investigating the remains of Viking settlements (for example, Dublin (Ireland) and Jorvik (York))
The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)	• outlining Erik the Red's development of Viking settlements in Eastern and Western Greenland in 985 CE
	• comparing the artefacts discovered at L'Anse aux Meadows in Newfoundland (Canada) with Viking artefacts as possible evidence that the Vikings had discovered America 500 years before Christopher Columbus

OR

Medieval Europe (c.590 – c.1500)

The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)	• describing the structure of feudal society (for example, the role and responsibilities of the king, nobles, church, knights and peasants)

Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)	• describing the features of castles and churches of the period (for example, Warwick Castle in England and Notre Dame Cathedral in Paris) as examples of the Church's power in terms of its control of wealth and labour
	• researching inventions and developments in the Islamic world and their subsequent adoption in the Western world
	• recognising that the medieval manuscripts of monastic scribes contributed to the survival of many ancient Greek and Roman literary texts
	• examining the religious nature of illuminated manuscripts and how they were the product of a complex and frequently costly process
	• listening to the Gregorian chants of Western Christianity and exploring how they reflect the nature and power of the Church in this period
Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)	• investigating different types of crime and punishment (for example, trial by combat as a privilege granted to the nobility; being hung, drawn and quartered as a punishment for heinous crimes such as treason, and the use of the ducking stool as a punishment for women) and in what ways the nature of crime and punishment stayed the same, or changed over time
Dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)	• explaining why Charlemagne was a significant figure in Medieval Europe, such as his expansion of the Frankish kingdom and his support of the Church

2 The Asia-Pacific world	Elaborations

Students investigate ONE of these Asia-Pacific societies in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific. N.B. Where appropriate, this depth study may include some reference beyond the end of the period c.1750.

Angkor/Khmer Empire (c.802 – c.1431)

The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king) (ACDSEH011)	• describing the way of life in the Khmer Empire through stone carvings and the writings of the Chinese Ambassador Zhou Daguan (for example, in relation to fishing, trading in markets, temple construction)

Reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)	• explaining how being revered as the 'god-king' or 'deva-raja' enabled the Khmer kings to rule over the empire with absolute authority, thereby enhancing their ability to mobilise manpower to defend the empire as well as to invade neighbours
Cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)	• describing the main features of the water management system at Angkor (for example, the extensive use of reservoirs and canals)
Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)	• exploring theories about the decline of the Khmer civilisation (for example, the development of an unstable climate such as drought and monsoons; the rise of Theravada Buddhism; the breakdown of Angkor's water management system)

OR

Japan under the Shoguns' (c.794 – 1867)

The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)	• describing the way of life in feudal Japan under the shoguns (for example, 'bushido' – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts, and honour)
The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade (ACDSEH063)	• describing the relationship between the emperor, shogun, daimyo (lords), samurai (warriors), workers (for example, farmers, artisans and traders) • explaining reasons for Japan's closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry's visit in 1853
The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)	• investigating the demand for available land and the patterns of land use in the period • outlining the attempts by the Tokugawa Shogunate to curb deforestation (for example, imposing heavy regulations on farmers; managing the harvesting of trees; and using new, lighter and more efficient construction techniques)

Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)	• describing internal pressures in shogunate Japan (for example, the rise of a commercial class at the expense of the samurai, peasant uprisings such as Osaka 1837, and famine)
	• describing the increasing exposure to Western technology and ideas (for example, the establishment of a naval school with Dutch instructors, the translation of Western books)
	• evaluating the significance of the Meiji Restoration of 1868 AD (CE) that restored imperial rule to Japan

OR

The Polynesian expansion across the Pacific (c.700 – 1756)

Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)	• locating Polynesia on a map, tracing the expansion of Polynesian settlers throughout the Pacific, and considering how they made their journeys
	• outlining different theories about the expansion (for example, west/east and east/west movement, the expansion as accidental versus intentional)
The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066)	• describing the way of life of Easter Island (Rapa Nui) society (for example, fishing by the men, links between the household and the extended clan through the exchange of goods, wives and labour; the use of stone tools)
Cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)	• investigating the construction of the moai (giant statues) on Easter Island (Rapa Nui), the techniques used to make and transport them, and theories about their meaning (for example, representations of dead ancestors or chiefs)
The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068)	• researching the extinction of the moa in New Zealand as a result of hunting and habitat decline
	• explaining the significance of Rahui as a way of prohibiting the collection of resources, to ensure their sustainability
	• evaluating the evidence for theories about the deforestation of Easter Island (Rapa Nui)

Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.

Mongol expansion (c.1206 – c.1368)

The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)	• describing the nomadic nature of Mongol life and the rise of Temujin (Genghis Khan) who united all Mongol tribes in 1206 AD (CE)
The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)	• outlining Genghis Khan's use of decimal organisation in his army and his policies for governing his empire (for example, codifying laws, banning the killing of animals in the breeding season, supporting religious freedom and expanding trade)
The extent of the Mongol expansion as one of the largest land empires in history (ACDSEH078)	• mapping the expansion of the Mongol empire across Asia and Europe • describing the way of life in Mongolia and its incorporation into Chinese life (for example, agriculture – domestication of animals such as horses, camels and cattle; food – dried meat and yoghurt; and housing – yurts)
The consequences of the Mongol expansion, including its impact on life in China during and after the Mongol conquest and contributions to European knowledge and trade routes (ACDSEH079)	• explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade (for example, the use of paper money and coinage; the growing number of European merchants travelling to China) • examining life in China before, during and after the Mongol conquest

OR

The Black Death in Asia, Europe and Africa (14th century plague)

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)	• investigating living conditions in London in the fourteenth century (for example, the lack of sanitation, crowded housing); the extent of medical knowledge (for example, based on Hippocrates' theory); and beliefs about the power of God (for example, that diseases were a punishment of God)

The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)	• mapping the spread of the Black Death (Asia, Africa, Europe) in the fourteenth century CE
Causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)	• explaining reactions to the Black Death (for example, the emergence of flagellants – those who would whip themselves to be free of sin – and the persecution of Jewish people)
The immediate- and long-term effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)	• using studies of church records from the period to identify the effect of the Black Death on human populations and to consider the reliability of these statistics
	• investigating the effects of the Black Death on society (for example, labour shortages, peasant uprisings, the weakening of feudal structures and increased social mobility)
	• categorising the effects of the Black Death as either short term or long term and drawing conclusions about the severity of the Black Death

OR

The Spanish conquest of the Americas (c.1492 – c.1572)

Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016)	• describing the social organisation of the Aztecs (for example, nobility, slaves); their beliefs (for example, worship of a number of gods and the need to make human sacrifices to appease these gods); life in the capital city Tenochtitlan
When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)	• explaining the arrival of Spanish conquistadores in Mexico and Peru from 1510 AD (CE) (Balboa) to 1531 (Pizarro), and their reasons (for example, seeking wealth, claiming land for their king, converting the local populations to Christianity, sense of adventure)
The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)	• describing encounters between Hernán Cortés and the Aztecs, as well as the siege of Tenochtitlan

The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world (ACDSEH075)	• investigating the impact of conquest on the indigenous populations of the Americas (for example, the introduction of new diseases, horses and gunpowder) and the wider world (for example, the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe and increased wealth in Europe)
	• explaining the longer-term effects of conquest and colonisation on the indigenous populations of the Americas (for example, the unequal distribution of land and wealth; slavery; and political inequality)

Historical Skills

Chronology, terms and concepts	Elaborations
Sequence historical events, developments and periods (ACHHS148)	• placing historical events in sequence to identify broader patterns of continuity and change (for example, the Polynesian expansion across the Pacific; the stability of the Angkor/Khmer Empire over many centuries)
Use historical terms and concepts (ACHHS149)	• understanding the different meanings of particular terms and concepts when viewed in their historical context, such as feudalism in medieval Europe and Japan

Historical questions and research	Elaborations
Identify a range of questions about the past to inform a historical inquiry (ACHHS150)	• experimenting with different words/phrases/historical concepts, when drafting a question, to develop a research focus
	• posing a key question such as: 'Why did Easter Island (Rapa Nui) society decline?' and identifying related questions to inform the inquiry (for example, 'What evidence is there?' 'What theories have been developed?')
Identify and locate relevant sources, using ICT and other methods (ACHHS151)	• compiling a list of different sources needed in an inquiry and their possible locations

Analysis and use of sources	Elaborations

Identify the origin and purpose of primary and secondary sources (ACHHS152)	• explaining how clues within a source can be used to identify where it was made or who it was made by (for example, the place where it was found, the materials used, the condition of the object, decorative features)
Locate, compare, select and use information from a range of sources as evidence (ACHHS153)	• creating categories to organise the information obtained from sources • designing a table to list sources and the aspects of the past about which they provide information (for example, social structure, economy, governance)
Draw conclusions about the usefulness of sources (ACHHS154)	• recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society • distinguishing between fact (for example, 'The Moai were constructed on Easter Island (Rapa Nui)') and opinion or interpretation (for example, 'The Moai on Easter Island (Rapa Nui) are representations of gods')

Perspectives and interpretations	Elaborations
Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)	• describing the values and attitudes revealed by a source (such as an individual account) and using additional sources to show how they are broadly representative of the values and attitudes of the society

Explanation and communication	Elaborations
Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156)	• using scaffolds illustrating the structural and language features of particular text types (for example, descriptions and explanations) to create a text that communicates specific findings about the past
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)	• creating an oral presentation, supported by audiovisual material, to recount the life of Temujin (Genghis Khan) and to explain his contribution to the Mongol world

Year 8 Achievement Standard

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Year 9

The making of the modern world

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the 'war to end all wars'.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability.** These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 9 are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Year 9 Content Descriptions

Historical Knowledge and Understanding

Overview of the making of the modern world

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period (1750 – 1918) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Overview content for the making of the modern world includes the following:

the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (ACOKFH016)	• comparing the usefulness of artworks depicting life in the period with the first photographs • investigating the changing nature of the sources that provide a record of life in this period, such as paintings, travellers' journals and the development of photography and film by 1918

the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) (ACOKFH015)	• identifying the number of slaves transported and the nations/places involved (for example, Portugal, Britain, France, Spain, North America)
the extent of European imperial expansion and different responses, including in the Asian region (ACOKFH017)	• outlining the technologies of mass production that contributed to the Industrial Revolution and the changes in Australian life that occurred as a result of these technologies • recognising how Asian societies responded to European imperialism, the extent to which they were changed and the influence they exercised on the rest of the world • identifying Asian societies that were colonised by the Europeans (such as Indonesia by the Dutch) and those that remained independent
the emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019)	• outlining the features that reflect the emergence of a belief in social and political equality, including the right to vote, egalitarianism and universal education in Australia • recognising how events such as the French Revolution and American independence contributed to ideas of equality • the role of Classical models and theories on the invention of democratic values

Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with overview content and/or with other depth study electives.

1 Making a better world?	Elaborations

Students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Progressive ideas and movements or Movement of peoples. The study includes the causes and effects of the development, and the Australian experience.

The Industrial Revolution (1750 – 1914)

The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (ACDSEH017)	• mapping the British Empire c.1800 AD (CE) and the raw materials it obtained from colonies (for example, sugar from Jamaica, wool from Australia and cotton from India)
	• explaining changes in technology (for example, steam-driven spinning mills, railways and steam ships) which led to factories and cities
	• identifying the spread of innovations such as steam power; iron and steel production; transport; and chemicals in Europe, USA and Japan
	• identifying factors that led to the Industrial Revolution such as the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire
The population movements and changing settlement patterns during this period (ACDSEH080)	• examining changes to the population statistics of major cities during this period
	• investigating changes to the cities and landscape in European countries and Australia as the Industrial Revolution continued to develop, using photos (for example, those that were taken as the Eiffel Tower was being constructed using iron)
The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)	• describing the impact of steam, gas and electricity on people's way of life during the Industrial Revolution
	• investigating the changes in working conditions (for example, longer working hours for low pay and the use of children as a cheap source of labour)
The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)	• describing the impact of factories, mines and cities on the environment, and on population growth and distribution
	• outlining the growth of trade unions as a response to the impacts of the Industrial Revolution

OR

Progressive ideas and movements (1750 – 1918)

The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)	• explaining why an idea emerged and the basis of that idea (for example, egalitarianism — being judged on merit rather than by birth or past deeds)
Reasons why ONE key idea emerged and/or developed a following (ACDSEH086)	• investigating reasons why a key idea gained support, such as the support for Chartism among the poorer classes as a response to deteriorating living and working conditions
The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it, for example from workers, entrepreneurs, land owners, religious groups (ACDSEH087)	• explaining responses to particular ideas (for example, how religious groups responded to ideas in Charles Darwin's 1859 book *On the Origin of Species* or how workers responded to the idea of capitalism or socialism) • investigating the role played by an individual or group in promoting a key idea (for example, the role of Adam Smith and entrepreneurs in promoting capitalism)
The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)	• assessing the impact of a key idea in Australia and elsewhere (for example, the effect of increasing nationalist sentiment in Australia in the mid- to late nineteenth century or the effects of Chartism on democracy in Britain or on the Victorian goldfields)

OR

Movement of peoples (1750 – 1901)

The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018)	• mapping the movement of peoples in the transatlantic slave trade or in convict transportation to Australia • explaining the role of the Industrial Revolution in creating a growing need for labour and transportation
Experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)	• investigating sources that record the reactions of new arrivals to other countries in this period (for example, responses to the natural environment and climate)

Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084)	• investigating the experiences of a specific group of arrivals to Australia (for example, convicts in Sydney, Hobart, Brisbane; or free settlers in Melbourne, Adelaide, Perth or Darwin)
	• describing the impact of this group on the Aboriginal and Torres Strait Islander Peoples of the region
The short and long-term impacts of the movement of peoples during this period (ACDSEH085)	• evaluating the effects of the movement of peoples on the indigenous and immigrant populations

2 Australia and Asia	**Elaborations**

Students investigate the history of an Asian society OR Australia in the period 1750 – 1918 in depth.

Asia and the world

Key features (social, cultural, economic, political) of ONE Asian society at the start of this period (ACDSEH093)	• investigating the key aspects an Asian society at the beginning of this period (for example, identifying the territorial extent of Qing China, the role and influence of the Emperor, and the nature of literature, art and architecture)
Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094)	• identifying aspects of the Asian society under investigation that remained the same or changed during this period, especially as a result of contact with European powers (for example, describing the British Raj and identifying British influences on society (such as the building of roads, an extensive railway network, schools and Christian missions))
The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142)	• investigating the confrontation between Japan and Western powers (for example, the Russo-Japanese war) and the emergence of Japan as a major world power
The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141)	• describing the activities of Christian missionaries in China and the outcomes of the Boxer Rebellion

Making a nation

The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020)	• explaining the effects of contact (for example, the massacres of Aboriginal and Torres Strait Islander people; their killing of sheep; the spread of European diseases) and categorising these effects as either intended or unintended
	• investigating the forcible removal of children from Aboriginal and Torres Strait Islander families in the late nineteenth century/early twentieth century (leading to the Stolen Generations), such as the motivations for the removal of children, the practices and laws that were in place, and experiences of separation.
Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)	• outlining the migration of Chinese to the goldfields in Australia in the nineteenth century and attitudes towards the Chinese as revealed in cartoons (for example, 'The Mongolian Octopus')
Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)	• identifying the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia
	• describing the impact of the gold rushes (hinterland) on the development of 'Marvellous Melbourne'
Key people, events and ideas in the development of Australian self-government and democracy, including, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia's system of government and women's voting rights (ACDSEH091)	• explaining the factors that contributed to federation and the development of democracy in Australia, including the role of key individuals, defence concerns, the 1890s depression, nationalist ideals and egalitarianism
	• examining the key features of and British and Western influences on Australia's system of government including the Westminster System and Federalism
	• investigating the factors that led to the *Commonwealth Franchise Act 1902*, which enabled women to vote and stand for election for the federal Parliament
Laws made by federal Parliament between 1901-1914 including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)	• investigating how the major social legislation of the new Federal Government affected living and working conditions in Australia (for example, invalid and old-age pensions and the maternity allowance scheme)
	• creating a timeline of major social legislation passed by federal Parliament between 1901 and 1914
3 World War I (1914-1918)	**Elaborations**

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

World War I (1914-1918)

An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)	• investigating the rise of nationalist sentiment as well as the values and attitudes towards war in the period 1750–1918 (for example, idealistic notions of war; sense of adventure)
The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)	• identifying the places where Australians fought, including Fromelles, the Somme, Gallipoli, Sinai and Palestine
	• using sources to investigate the fighting at Gallipoli, the difficulties of trench warfare, and the use of tanks, aeroplanes and chemical weapons (gas)
	• exploring the experiences of Aboriginal and Torres Strait Islander people during the war
The impact of World War I, with a particular emphasis on Australia including the changing role of women (ACDSEH096)	• graphing the proportion of Australian servicemen who died during World War I, compared to that of other countries involved in the war
	• investigating examples of the war's impact on Australia's economy and society (for example, the development of the steel industry in Newcastle and the implementation of the War Precautions Act)
	• identifying the groups who opposed conscription (for example, trade unionists, Irish Catholics) and the grounds for their objections
	• studying the first and second referenda on conscription, including the division within the Labor Party over this issue
	• explaining the treatment of people of German descent during the war (for example, their classification as 'enemy aliens' and placement in internment camps, as well as their depiction in government propaganda)
	• investigating the short- and long-term impact of World War I on the role of women in Australia

The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)	• investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society

Historical Skills

Chronology, terms and concepts	Elaborations
Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)	• representing the relationship between events in different times and places using interactive timelines • placing key events in sequence (for example, the Boer War, 1899–1902; World War I, 1914–1918), and identifying parts of the world that were involved in, or affected by, those events
Use historical terms and concepts (ACHHS165)	• discussing the contestability of particular historical terms such as 'settlement', 'invasion' and 'colonisation' in the context of Australia's history • defining and using concepts such as 'imperialism', 'nationalism', 'evolution', 'evidence'

Historical questions and research	Elaborations
Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)	• developing questions about aspects of the past that require historical argument • assembling, as part of the planning process, a range of sources that would be useful for researching the causes of World War I
Evaluate and enhance these questions (ACHHS167)	• developing an inquiry question such as: 'What were the effects of the Industrial Revolution?' and refining it as further factors are introduced into the research process
Identify and locate relevant sources, using ICT and other methods (ACHHS168)	• locating historical sources from archives, museums and online collections

Analysis and use of sources	Elaborations

Identify the origin, purpose and context of primary and secondary sources (ACHHS169)	• explaining the contextual significance of a source, such as Frank Hurley's World War I photos, and identifying the purpose of Hurley's creation of composite photos
Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)	• graphing historical data to identify past trends and to draw conclusions about their significance (for example, the proportion of Australian servicemen who returned from World War I, and the 'lost generations' in the years after the war)
Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)	• understanding that the reliability and usefulness of a source depends on the questions asked of it (for example, an account may be one-sided; however, it may still be useful in revealing past prevailing attitudes)
Perspectives and interpretations	**Elaborations**
Identify and analyse the perspectives of people from the past (ACHHS172)	• investigating the role of human agency in historical events and developments
	• analysing the accounts of poets such as William Blake ('dark Satanic mills') and novelists such as Charles Dickens (*Oliver Twist, Bleak House*) as sources of information on living conditions in England during the Industrial Revolution
Identify and analyse different historical interpretations (including their own) (ACHHS173)	• recognising that historical interpretations may be provisional
	• examining different accounts of eighteenth-century journeys to Australia (for example, ships' logs; diaries; recorded testimonies of male and female convicts, and officers; and explaining the variations in perspective which can lead to different historical interpretations
Explanation and communication	**Elaborations**
Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)	• developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available

Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)

- using online conferencing and other forms of ICT to discuss historical questions and issues

- creating a travel brochure (incorporating written text and graphics) to advertise the achievements and opportunities available to an immigrant to nineteenth-century Brisbane

Year 9 Achievement Standard

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Year 10

The modern world and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability.** These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 10 are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Year 10 Content Descriptions

Historical Knowledge and Understanding

Overview of the modern world and Australia

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period (1918 to the present) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Overview content for the Modern World and Australia includes the following:

the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018)	• recognising the main features of the Treaty of Versailles (for example, territorial concessions required by Germany and the imposition of war reparations)
	• outlining key features of the interwar years (for example, mass production in the 1920s, such as the manufacture of vehicles in the US; the 'flapper generation' and the Jazz Age; the Crash of 1929; and the consequences of the Great Depression)
continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021)	• creating a chronological account of conflicts in which Australia has been involved and the resources (for example, soldiers, equipment, intelligence) that Australia committed to each conflict
	• outlining the purpose of the United Nations and the key places where Australia has been involved in UN peacekeeping, such as East Timor (Timor-Leste)
the major movements for rights and freedom in the world and the achievement of independence by former colonies (ACOKFH022)	• identifying the major movements for rights and freedom in the world (including the US Civil Rights movement, Aboriginal and Torres Strait Islander movements, women's movements)
	• recognising the continuing nature of civil rights movements in the twentieth century, such as the struggle for democracy in Burma
the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (ACOKFH023)	• identifying the Cold War superpowers as well as the significance of the Cuban Missile Crisis and the fall of the Berlin Wall
	• outlining the competing ideologies of capitalism and communism, the US as the world's last remaining superpower, and the rising influence of China and India (economic and political)

developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (ACOKFH024)	• brainstorming forms of technology that have affected what people see and hear, where they go, and how they live
	• tracing key developments in technology since 1918 that have changed the world in the following areas: the household (radio, television, appliances), travel and trade (shipping, passenger jets), communications (invention of the microchip, satellites, digital technologies)
	• recognising the growth in the world's population during the twentieth century, life expectancy changes in different parts of the world, and the depletion of natural resources

Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with overview content and/or integrated with other depth study electives.

| **1 World War II (1939-45)** | **Elaborations** |

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

World War II (1939-45)

Overview of the causes and course of World War II (ACDSEH024)	• outlining the contributing factors of World War II (for example, the outcomes of the Treaty of Versailles and the League of Nations; the rise of Hitler and Japan's imperial ambitions)
	• identifying key events in the European theatre of war (for example, Germany's invasion of Poland in 1939; the Holocaust 1942–1945; the Russians reaching Berlin in 1945)
	• identifying key events in the Asia-Pacific theatre of war (for example, the Japanese attack on Pearl Harbor in 1941; the fall of Singapore in 1942; the American victory at the Battle of Midway in 1942)

Examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)	• investigating the scale and significance of the Holocaust, using primary sources
	• explaining the race to build the atomic bomb (by Germany, Japan, the US) and why the atomic bombs were dropped on Hiroshima and Nagasaki
Experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108)	• explaining the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and helped foster the Anzac legend
The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)	• investigating the impact of World War II at a local and national level (for example, significant events such as the bombing of Darwin; the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast; the 'Battle of Brisbane'; the Cowra breakout and the Brisbane Line)
The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)	• evaluating the impact of World War II on the emergence of the United States as a major world power and on Australia's alliance with the US (for example, the threat of Japan)

2 Rights and freedoms (1945 – the present)	Elaborations

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Rights and freedoms (1945 – the present)

The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023)	• describing the drafting of the Universal Declaration of Human Rights and the contribution of Australia's HV Evatt
Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)	• describing accounts of the past experiences of Aboriginal and Torres Strait Islander people who were forcibly removed from their families
The US civil rights movement and its influence on Australia (ACDSEH105)	• outlining the Freedom Rides in the US, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Aboriginal and Torres Strait Islander Peoples' struggle for rights and freedoms

The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)	• describing the aims, tactics and outcomes of a particular event in the Aboriginal and Torres Strait Islander Peoples' struggle for rights and freedoms
Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)	• investigating the role of Charles Perkins in the Freedom Ride of 1965 and the efficacy of television in bringing the struggle for rights and freedoms to national attention
The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)	• identifying areas (for example, education, health, work) that are the focus for continued civil rights action for Aboriginal and Torres Strait Islander Peoples • investigating the legacy of children's experiences in 'care' (their placement in orphanages, Children's Homes, foster care and other forms of out-of-home care), and the significance of the United Nations Convention on the Rights of the Child (1990)

3 The globalising world	**Elaborations**

Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study ONE of these electives: Popular culture or Migration experiences or The environment movement.

Popular culture (1945 – present)

The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)	• identifying sports that were popular in Australia such as football, horse racing, cricket
Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121)	• investigating America's cultural influence, as seen in the arrival of television for the Melbourne Olympics (1956) and Bill Haley's Australian tour (1957) • comparing and contrasting views on the values and beliefs of rock'n'roll, film and television across time, age and gender (for example, issues of conservatism and rebellion, the challenge to established ideas and national identity)

Changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122)	• identifying American and Asian influences on Australian popular culture since World War II (for example, through mainstream and Hollywood and Bollywood films)
Australia's contribution to international popular culture (music, film, television, sport) (ACDSEH123)	• investigating the changing contribution of the Australian rock'n'roll, film and television industries to Australian culture and identity through the development and export of music, film and television, for example the Easybeats from Sydney and Go-Betweens from Brisbane, *Crocodile Dundee* (1986)
Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149)	• describing significant examples of continuity and change in beliefs and values, such as democratic ideals, religious beliefs, egalitarianism

OR

Migration experiences (1945 – present)

The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)	• investigating the nature of the waves of migration such as the countries that were the source of migrants, the numbers of migrants from those countries, and trends in migration since World War II such as increasing migration from the Asian region to Australia
The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145)	• describing the main features of a government policy that affected migration to Australia, such as the *Immigration Restriction Act 1901* and use of the dictation test to restrict the immigration of non-Europeans
	• explaining the reasons for changes in government policy (for example, the influence of White Australia ideology at the time of the introduction of the *Immigration Restriction Act 1901*; the Displaced Persons Scheme in the aftermath of World War II)
The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146)	• describing the impact of the Vietnam war on Vietnam and how the communist victory in Vietnam (1975) resulted in the arrival of refugees into Australia

The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)	• investigating policies of multiculturalism since the 1970s and the concepts of cultural heritage and assimilation
	• analysing post-World War II population growth and the development of Australia's culturally diverse society using different types of graphs

OR

The environment movement (1960s – present)

The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028)	• outlining the emergence of concerns about the preservation of natural areas for future generations (for example, as reflected in the establishment of national parks in the United States (Yellowstone National Park in 1872), Australia (Royal National Park in 1879), Canada (Rocky Mountains National Park in 1885) and New Zealand (Tongariro National Park in 1887))
The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125)	• investigating the impact of early texts that warned about environmental change (for example, *Silent Spring* by Rachel Carson, 1962; *Don't it make you want to go home* by Joe South, 1970; Mother Earth News magazine in 1970; *Mercy mercy me (the ecology)* lyrics by Marvin Gaye, 1971)
The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment including the concept of 'sustainability' (ACDSEH126)	• recognising the historic impact of the pictures of Earth taken during the Apollo 8 mission and how they influenced people's view of the world
	• explaining the significance of ideas about the environment (for example, Gaia – the interaction of Earth and its biosphere; limits of growth – that unlimited growth is unsustainable; sustainability – that biological systems need to remain diverse and productive over time; and rights of nature – recognition that humans and their natural environment are closely interrelated)
Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127)	• investigating a range of environmental impacts (for example, the flooding of Lake Pedder in Tasmania, deforestation in Indonesia, the decline of the Aral Sea, the Exxon Valdez oil spill, the whaling industry)
	• explaining the struggle over French nuclear weapon testing in the Pacific 1966–1996 (for example, the sinking of the ship, the Rainbow Warrior, in 1985)

Responses of governments, including the Australian Government, and international organisations to environmental threats since the 1960s, including deforestation and climate change (ACDSEH128)	• explaining the responses of governments and organisations to environmental threats (for example, New Zealand's anti-nuclear policy, the United States' Comprehensive Environmental Response, Compensation and Liability Act 1980 (CERCLA), Australia's first Great Barrier Reef Outlook Report (2009)
	• evaluating the effectiveness of international protocols and treaties such as Kyoto (1997), the United Nations Framework Convention on Climate Change (since 1992) and the Washington Declaration (2007)

Historical Skills

Chronology, terms and concepts	Elaborations
Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)	• placing in sequence the main events of the Freedom Rides campaigns in the United States and Australia and explaining the links between the two campaigns
	• using interactive timelines to explore the various manifestations or effects of an event in different geographical locations
Use historical terms and concepts (ACHHS183)	• defining and using terms and concepts such as 'liberation', 'human rights', 'popular culture' and 'contestability'

Historical questions and research	Elaborations
Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)	• changing a key question or related questions in an inquiry depending on the suitability of the sources available
	• developing questions about aspects of the past that require historical argument
	• identifying, planning and investigating (individually and as part of a team) specific historical questions or issues
Evaluate and enhance these questions (ACHHS185)	• changing a key question or related questions in an inquiry depending on the suitability of the sources available

Identify and locate relevant sources, using ICT and other methods (ACHHS186)	• locating sources for recording oral histories (for example, Vietnam War veterans, recent migrants)
Identify the origin, purpose and context of primary and secondary sources (ACHHS187)	• recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources (for example, a Google search for 'significance of Kokoda')

Analysis and use of sources	Elaborations
Identify the origin, purpose and context of primary and secondary sources (ACHHS187)	• using data from immigration records and processing them using ICT to identify historical trends over time
	• explaining the context of a source such as the *Bringing Them Home* Report (1997) and the significance of that context in understanding responses to the report (with varying perspectives)
Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)	• combining historical data from a range of sources to identify and explain the impact of World War II
Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)	• understanding that the reliability and usefulness of a source depends on the questions asked of it (for example, an account may be one-sided and therefore of use in revealing past prevailing attitudes)
	• discussing the reliability and usefulness of Martin Luther King's 1963 'I Have A Dream' speech as a source to assist in understanding the aims and motivations of the US Civil Rights movement

Perspectives and interpretations	Elaborations
Identify and analyse the perspectives of people from the past (ACHHS190)	• analysing the views of men and women at different times regarding gender equality in Australia and explaining how these views might reflect changing values and attitudes
Identify and analyse different historical interpretations (including their own) (ACHHS191)	• examining different accounts of the first 1957 rock'n'roll tours of Australia and identifying the different perspectives based on age
	• explaining the enthusiasm of young people for the 1957 rock'n'roll tours of Australia and the opposition of older generations, as reflected in the sources

Explanation and communication	Elaborations
Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192) 📄 🌐	• developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available 📄 🌐 👥 • explaining the significance of the fall of Singapore (1942) in the changes in Australia's military alliances and use of troops during World War II, using a range of sources (for example, accounts of prisoners of war, commanders such as General Gordon Bennett, politicians such as Prime Minister John Curtin, and Japanese and British sources) 📄 🌐 👥 ᖬ 𐊡
Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193) 📄 ⸬	• designing a poster that outlines the main arguments against French nuclear testing in the Pacific and explaining the nature and reliability of the sources used to construct the poster 📄 ⸬ 🌐 👥 ⊥ 🌿

Year 10 Achievement Standard

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Glossary

AD

A part of a dating system, an abbreviation of 'anno Domini', meaning 'in the year of our Lord'; the years after the birth of Christ.

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ancient

As defined in the Australian Curriculum: History, the ancient period covers history from the development of early human communities (from 60 000 BCE) to the end of late antiquity (around 650 CE).

Anzac Day

A national remembrance in Australia for the troops that fought at Gallipoli in Turkey (April–December 1915) during World War I, and for Australians who have fought in subsequent conflicts. The acronym ANZAC refers to the Australian and New Zealand Army Corps (ANZAC).

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artefact

Something made or shaped by humans for their use, such as a stone tool, a metal sword, a letter, a plastic toy, usually of historical interest.

Asia

As defined in the Australian Curriculum: History, *Asia* refers to the territorial area that extends from the western border of Pakistan, to the northern border of Mongolia, the eastern border of Japan, and to the southern border of Indonesia.

BCE

An abbreviation of 'before the Common Era'. It is the same dating system as the traditionally used BC, meaning 'before Christ'. Historical dates before the birth of Christ are classified as BCE. There is no year zero in this dating system, so the year *CE* 1 immediately follows the year 1 BCE. Also see *CE*.

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cause and effect

Used by historians to identify chains of events and *developments* over time, short-term and long-term.

CE

An abbreviation of `Common Era'. It is the same dating system as the traditionally used *AD*, short for the Latin phrase anno Domini, 'in the year of our Lord'. Historical dates after the birth of Christ are classified as CE. There is no year zero in this dating system, so the year *CE* 1 immediately follows the year 1 *BCE*. Also see *BCE*.

chronology

A study of time. In history, *chronology* involves an arrangement of events in order, as in a timeline.

citizenship

An identifiable body of knowledge, understanding and skills relating to the organisation and working of society, including a country's political and social heritage, democratic processes, government, public administration and judicial systems.

concept

Any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of *historical inquiry* (for example, evidence, continuity and change, perspectives, significance) and concepts that are culturally significant to Aboriginal and Torres Strait Islander Peoples, such as *Country/Place*.

contestability

An inescapable characteristic of history that occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of *evidence* or different *perspectives*.

continuity and change

Are both evident in any given period of time and apply to the material and immaterial world, continuities being aspects of the past that remain(ed) the same over certain periods of time.

Country/Place

In the Australian Curriculum, *Country* in this instance refers to a *space* mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a *space* with varying degrees of spirituality.

Place (as it pertains in *Country/Place*) is a *space* mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

culture

A body of beliefs, attitudes, skills and tools by which communities structure their lives and interact with their environments.

democracy

A form of government where a decision-making power is vested in the people. In a democracy, the people or their elected representatives determine policy and/or laws. Equality of rights is a principle of democracy.

demography

A study of characteristics of human populations, such as size, age profile and life expectancy.

depth study

As described in the Australian Curriculum: History, a detailed study of specific aspects of a historical period, for example, a particular society, event, movement or *development*. It gives students an opportunity to develop and apply concepts and skills of *historical inquiry*. *A depth study* commonly employs investigation of a range of *sources*, and may include site and museum visits.

development

Economic, social and political changes that improve the wellbeing of people.

digital media

Data generated in a computer, that is, digital audio, digital video, the World Wide Web and other technologies.

empathy

As defined in the Australian Curriculum: History, engaging with past thought and feelings through a *historical inquiry*.

empire

An extensive group of states or countries ruled over by a single monarch, or a sovereign state, which exercises political, economic and cultural rule or control over the people within, such as the Roman Empire and the British Empire.

ethical protocols

Involves an application of fundamental ethical principles when undertaking research and collecting information from *primarysources* and *secondarysources*, for example, confidentiality, informed consent, citation and integrity of data.

evidence

What can be learnt from a historical *source* to help construct a historical *narrative*. Also see *primary source* and *secondary source*.

Harmony Day

A national day, held in Australia, which celebrates Australia's cultural diversity and promotes intercultural understanding and peace.

historical inquiry

A process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing *sources* and using *evidence* from *sources* to develop an informed explanation about the past.

imperialism

A process whereby rule or control is established and maintained over other peoples and nations.

industrialism

An introduction of machinery to produce large quantities of goods using fuel-based technology. *Industrialisation* involves a division of labour and a development of factories and cities.

interpretation

An explanation of the past, for example, about a specific person, event or *development*. There may be more than one interpretation of a particular aspect of the past because historians may have used different *sources*, asked different questions and held different points of view about the topic.

liberalism

A political philosophy or world view founded on ideas of liberty and equality.

medieval

A term used to describe the period of history between the end of the Roman Empire in the West in the fifth century *CE* to the end of the Renaissance around 1500 *CE*.

modern

A term used to describe the period of history from the beginning of the Industrial Revolution around 1750 *CE* to the present.

narrative

In history, a way of making sense of the past based on a selection of events. There are different types of *narrative* such as accounts of the past that relate a story (for example, personal, fictitious) and historical recounts (for example, the course of events during the Second World War).

nationalism

Loyalty and devotion of a person to their nation and *culture*.

native title

The name given by the High Court of Australia to Indigenous property rights recognised by the court in the *Mabo* judgement (3 June 1992). The *Mabo* judgement overthrew the concept of *terra nullius* – that the land of Australia had belonged to no-one when the British arrived in 1788.

oral histories

People's spoken recollections of the past, sometimes recorded through an audio or video interviews.

overview

As described in the Australian Curriculum: History, a conceptual and chronological framework for understanding a particular historical period. It can consist of key features, events, *developments* and broad patterns of historical change. An overview provides a context for a *depth study*.

perspective

In humanities and social sciences, a world view or a set of ideas or beliefs that guide actions. *Perspectives* draw on a person's or group's age, gender experiences, cultural or religious background, ideologies and/or intellectual contexts, which influence their world view and inform their opinions, values, and actions. Two types of perspective can be considered: those 'of' people, and perspectives 'on' events and phenomena of the past and present. Also see *point of view*.

point of view

Looking at someone or something from a location or position. In the Australian Curriculum: Humanities and Social Sciences, an individual's view about a particular person, event or phenomena, which may be irrational and/or immediately sensed, or deeply considered and reflective. Also see *perspective*.

primary sources

In history, objects and documents created or written during the time being investigated, for example, during an event or very soon after. Examples of *primary sources* include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film, documentaries, artefacts, and oral histories. These original, firsthand accounts are analysed by a historian to answer questions about the past.

quantitative

Measuring or being measured and expressed in numerical terms, for example, the number of women who arrived on the First Fleet; the proportion of Australian soldiers who died in World War I; radiocarbon dating of an ancient site.

religion

An organised system of human values, which recognises spiritual or transcendent dimensions in life.

secondary sources

In history, accounts about the past that were created after the time being investigated, and which often use or refer to *primary sources* and present a particular interpretation. Examples of *secondary sources* include writings of historians, encyclopaedia, documentaries, history textbooks and websites.

significance

Pertaining to events, periods, *developments*, *perspectives* and ideas of the past, which are regarded as having important consequences, duration and relevance to the present, from the point of view of society or ordinary people when contextualised to larger events.

significant past

Those aspects of history that are of importance or significance for a nation or group when considering such issues as curricula, or research funding, or what should be emphasised in museums.

source

Any written or non-written material that can be used to investigate the past, for example, coins, photographs, letters, gravestones, buildings, transcripts. A source becomes '*evidence*' if it is of value to a particular inquiry.

sustainability

An ongoing capacity of an *environment* to maintain all life, whereby the *needs* of the present are met without compromising the ability of future generations to meet their *needs*.

term

In the Australian Curriculum: History, a word or phrase used to describe an abstract aspect or feature of the past (for example, colonisation, revolution, imperialism, democracy) and more specific features (for example, pyramid, gladiator, temple, rock shelter).

terra nullius

A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the colonisation of Australia. Also see *native title*.

The Australian Curriculum
Humanities and Social Sciences - 7–10 Geography

7–10 Geography

Overview

Rationale

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

The Australian Curriculum: Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

Geography helps students to be regional and global citizens capable of active and ethical participation.

Aims

The Australian Curriculum: Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Structure

The Australian Curriculum: Geography is organised in two related strands: geographical knowledge and understanding, and geographical inquiry and skills.

Geographical knowledge and understanding strand

Geographical knowledge refers to the facts, generalisations, principles, theories and models developed in Geography. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument.

Geographical understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Concepts for developing geographical understanding

The Australian Curriculum: Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change, as integral to the development of geographical understanding. These are high-level ideas or ways of thinking that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making.

In Years 7–10, students build on their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations. These concepts are the key ideas involved in teaching students to think geographically in the Australian Curriculum: Geography and are developed in the following ways:

Place

The concept of place is about the significance of places and what they are like:

- Places are parts of Earth's surface that are identified and given meaning by people. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room or garden to a major world region. They can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, for example landforms and people, while others are intangible, for example scenic quality and culture.
- Places are important to our security, identity and sense of belonging, and they provide us with the services and facilities needed to support and enhance our lives. Where people live can influence their wellbeing and opportunities.
- The environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods.
- The human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales.
- The places in which we live are created, changed and managed by people.
- Each place is unique in its characteristics. As a consequence, the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places.
- The sustainability of places may be threatened by a range of factors, for example natural hazards; climate change; economic, social and technological change; government decisions; conflict; exhaustion of a resource and environmental degradation.

Space

The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in:

- The environmental and human characteristics of places are influenced by their location, but the effects of location and distance from other places on people are being reduced, though unequally, by improvements in transport and communication technologies.
- The individual characteristics of places form spatial distributions, and the analysis of these distributions contributes to geographical understanding. The distributions also have environmental, economic, social and political consequences.
- Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned, to achieve particular purposes.

Environment

The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment:

- The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes.
- The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation.
- Culture, population density, type of economy, level of technology, values and environmental world views influence the different ways in which people perceive, adapt to and use similar environments.
- Management of human-induced environmental change requires an understanding of the causes and consequences of change, and involves the application of geographical concepts and techniques to identify appropriate strategies.
- Each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors, and can be reduced but not eliminated by prevention, mitigation and preparedness.

Interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation:

- Places and the people and organisations in them are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.
- Environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.
- Holistic thinking is about seeing the interconnections between phenomena and processes within and between places.

Sustainability

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future:

- Sustainability is both a goal and a way of thinking about how to progress towards that goal.
- Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social).
- An understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function; the human actions that have initiated these processes; and the attitudinal, demographic, social, economic and political causes of these human actions. These can be analysed through the framework of human–environment systems.
- There are a variety of contested views on how progress towards sustainability should be achieved and these are often informed by world views such as stewardship.

Scale

The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels:

- Generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale.
- Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate.

Change

The concept of change is about explaining geographical phenomena by investigating how they have developed over time:

- Environmental change can occur over both short and long time frames, and both timescales have interrelationships with human activities.
- Environmental, economic, social and technological change is spatially uneven, and affects places differently.
- An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve preferred and more sustainable futures.

Geographical inquiry and skills strand

Geographical inquiry is a process by which students learn about and deepen their holistic understanding of their world. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, analysis and interpretation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographical context.

Geographical skills are the techniques that geographers use in their investigations, both in fieldwork and in the classroom. Students learn to think critically about the methods used to obtain, represent, analyse and interpret information and communicate findings. Key skills developed through Geography in the Australian Curriculum include formulating a question and research plan, recording and data representation skills, using a variety of spatial technologies and communicating using appropriate geographical vocabulary and texts.

Geographical skills are described in the curriculum under five subheadings representing the stages of a complete investigation. Over each two-year stage, students should learn the methods and skills specified for that stage, but it is not intended that they should always be learnt in the context of a complete inquiry. Teachers could, for example, provide students with data to represent or analyse rather than have them collect the information themselves. Inquiry does not always require the collection and processing of information: the starting point could be a concept or an ethical or aesthetic issue that can be explored orally. Many inquiries should start from the observations, questions and curiosity of students. Inquiry will progressively move from more teacher-centred to more student-centred as students develop cognitive abilities and gain experience with the process and methods across the years of schooling.

The stages of an investigation are:

***Observing, questioning and planning*:** Identifying an issue or problem and developing geographical questions to investigate the issue or find an answer to the problem.

***Collecting, recording, evaluating and representing*:** Collecting information from primary and/or secondary sources, recording the information, evaluating it for reliability and bias, and representing it in a variety of forms.

***Interpreting analysing and concluding*:** Making sense of information gathered by identifying order, diversity, patterns, distributions, trends, anomalies, generalisations and cause-and-effect relationships, using quantitative and qualitative methods appropriate to the type of inquiry and developing conclusions. It also involves interpreting the results of this analysis and developing conclusions.

Communicating: Communicating the results of investigations using combinations of methods (written, oral, audio, physical, graphical, visual and mapping) appropriate to the subject matter, purpose and audience.

***Reflecting and responding*:** Evaluating findings of an investigation to reflect on what has been learnt and the process and effectiveness of the inquiry; to propose actions that consider environmental, economic and social factors; and to reflect on implications of proposed or realised actions.

Relationship between the strands

The two strands are integrated in the development of a teaching and learning program. The geographical knowledge and understanding strand is developed year by year and provides the contexts through which particular skills are developed. The geographical inquiry and skills strand has common content descriptions for each two-year band of schooling, but with elaborations specific to each year to support the changing content of the geographical knowledge and understanding strand.

Key inquiry questions

Each year level includes key inquiry questions that provide a framework for developing students' geographical knowledge and understanding, and inquiry and skills.

PDF documents

Resources and support materials for the Australian Curriculum: Geography are available as PDF documents.

Geography: Sequence of content 7-10

Geography: Sequence of achievement 7-10

Year 7

There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'.

'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 7 are:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Year 7 Content Descriptions

Geographical Knowledge and Understanding

Unit 1: Water in the world	Elaborations
Classification of environmental resources and the forms that water takes as a resource (ACHGK037)	• classifying resources into renewable, non-renewable and continuous resources, and investigating examples of each type • describing how water is an available resource when it is groundwater, soil moisture (green water), and surface water in dams, rivers and lakes (blue water), and a potential resource when it exists as salt water, ice or water vapour

The way that flows of water connects places as it moves through the environment and the way this affects places (ACHGK038)	• explaining how the movement of water through the environment connects places (for example, the melting of snow in spring feeding rivers and dams downstream) • investigating the environmental, economic and social uses of water and the effects of water as it connects people and places (for example, the effects of water diversion in the Snowy Mountains) • investigating the importance of environmental flows
The quantity and variability of Australia's water resources compared with other continents (ACHGK039)	• investigating the main causes of rainfall and applying their knowledge to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall • interpreting the spatial distribution of rainfall in Australia and comparing it with the distribution of that of other continents • using the concept of the water balance to compare the effects of rainfall, run-off and evaporation on the availability of water in Australia and other continents
The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)	• investigating the causes of water scarcity (for example, an absolute shortage of water (physical), inadequate development of water resources (economic), or the ways water is used) • discussing the advantages and disadvantages of strategies to overcome water scarcity (for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter-regional transfer of water and trade in virtual water, and reducing water consumption) • examining why water is a difficult resource to manage and sustain (for example, because of its shared and competing uses and variability of supply over time and space) • investigating whether the use of water in their place is sustainable • investigating land use management practices that have adversely affected water supply, such as land clearing and some farming practices

Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)	• examining and comparing places in Australia and countries of the Asia region that have economies and communities based on irrigation (for example, rice production in the Murrumbidgee Irrigation Area in NSW and the Mekong Delta in Vietnam)
	• exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterways, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples
	• examining bays, rivers, waterfalls or lakes in Australia and in countries of the Asia region that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value
	• investigating the spiritual significance of water in an Asian culture
Causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)	• explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods
	• explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard
Unit 2: Place and liveability	**Elaborations**

Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)	• investigating their and others' interpretations of the concept of liveability and choices about where to live (for example, connections to cultural groups, adolescent 'bright lights' attraction, retiree tree change and families with children locating near schools, and other facilities)
	• discussing the concept of liveability and the ways it is measured and comparing objective measures such as transportation infrastructure with subjective measures such as people's perceptions
	• comparing student access to and use of places and spaces in their local area and evaluating how this affects perceptions of liveability
	• discussing that many Aboriginal and Torres Strait Islander Peoples choose to live on their Country/Place or might prefer to if they had the choice
The influence of accessibility to services and facilities on the liveability of places (ACHGK044)	• comparing accessibility to and availability of a range of services and facilities between different types of settlements (urban, rural and remote) in Australia and other countries (for example, access to clean water, sanitation, education and health services)
	• examining the role transport plays in people's ability to access services and participate in activities in the local area
	• comparing transportation and accessibility in Australian cities with cities in countries of the Asia region or Europe
The influence of environmental quality on the liveability of places (ACHGK045)	• researching the effects of air pollution on the liveability of cities
	• explaining the importance of water quality to the liveability of places, now and into the future
	• investigating the concept of environmental quality and surveying the environmental quality of their local area and its effect on liveability

The influence of social connectedness and community identity on the liveability of place (ACHGK046)	• discussing the different types of places where people can feel included or excluded, safe or threatened, and evaluating how this affects perceptions about liveability of places
	• investigating the extent to which people in their place are socially connected or socially isolated and its effect on liveability
Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)	• researching methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality
	• developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area) or traditional owners (for example, developing bilingual signage or Indigenous garden projects in the local area)
	• discussing the impact of housing density on the liveability of places
	• examining whether liveability and environmental sustainability can be enhanced at the same time

Geographical Inquiry and Skills

Observing, questioning and planning	Elaborations
Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047)	• developing questions about an area of focus in the geographical knowledge and understanding strand (for example, the causes of water scarcity or factors affecting the liveability of a place)
	• developing questions to investigate patterns of spatial distribution of rainfall in Australia and other places
	• using a range of methods, including digital technologies, to plan and conduct an information search about the quantity and variability of water in Australia and another country from another continent

Collecting, recording, evaluating and representing	Elaborations

Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048)	• gathering relevant data from a range of primary sources (for example, from observation and annotated field sketches, surveys and interviews, or photographs) about the impacts of and responses to a hydrological hazard, or the factors influencing decisions people make about where to live
	• collecting geographical information from secondary sources (for example, thematic maps, weather maps, climate graphs, compound column graphs and population pyramids, reports, census data and the media)
	• applying ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities
	• considering the reliability of primary and secondary data by finding out how and when it was collected, by whom and for what purpose
Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049)	• constructing tables, graphs, maps and diagrams to represent the data collected about water scarcity and liveability of places
	• creating an annotated diagram to show: how water flows through the environment and connects places; or the influence of environmental quality on the liveability of places
Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050)	• creating a map to show the spatial distribution and patterns of liveability, using computer mapping software
	• developing a map to show the spatial distribution of measures of the liveability of their own place, or a selected hydrological hazard in Australia and another region of the world

Interpreting, analysing and concluding	Elaborations

Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGS051)	• using aerial images of contrasting places to identify differences in housing density
	• using graphs, weather maps and satellite images to examine the temporal and spatial patterns of a selected hydrological hazard in Australia and another region of the world (for example, countries of the Asia region or of the Pacific region)
	• interpreting various types of maps (for example, weather, isopleth, topographic, political, thematic, diagrammatic)
	• using digital maps and overlays of an area to observe, describe and contrast the spatial associations of geographical phenomena (for example, the relationship between economic activities and river systems and the availability of surface water)
Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052)	• reviewing the results of an analysis to propose an answer to an inquiry question, using as an organiser at least one of the concepts of place, space, environment, interconnection, sustainability, scale or change

Communicating	**Elaborations**
Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053)	• presenting a report, supported by graphic representations, to communicate a reasoned argument (for example, to propose actions to ensure future water security)

Reflecting and responding	**Elaborations**
Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)	• reflecting on personal values and attitudes and how these influence responses to an issue (for example, the effect of perceptions of crime on liveability)
	• proposing actions to respond to geographical issues related to environmental and economic sustainability (for example, ensuring a sustainable supply of water, after considering the possible outcomes for different groups)

Year 7 Achievement Standard

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.

Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.

Year 8

There are two units of study in the Year 8 curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'.

'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Year 8 Content Descriptions

Geographical Knowledge and Understanding	
Unit 1: Landforms and landscapes	**Elaborations**

Different types of landscapes and their distinctive landform features (ACHGK048)	• identifying different types of landscapes (for example, coastal, riverine, arid, mountain and karst) and describing examples from around the world, including Antarctica
	• identifying some iconic landscapes in Australia and the world, and describing what makes them iconic
	• describing some of the different types of landforms within a landscape
	• exploring the names, meanings and significance of landform features from an Aboriginal or Torres Strait Islander perspective
Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)	• discussing the representation of landscapes in literature, song/music, film and art
	• analysing the role of geomorphic landforms and landscapes in tourism (for example, the Grand Canyon in the USA or Uluru in Australia)
	• exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and landforms by Aboriginal and Torres Strait Islander Peoples
	• investigating Aboriginal Dreaming stories and Legends of the Torres Strait concerning the formation, meaning and interconnection of landforms
	• discussing the significance of landforms for people, including Aboriginal and Torres Strait Islander Peoples
Geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)	• describing the influence of folding, faulting or volcanism on a chosen landform
	• researching the effects of rock type, weathering, erosion by water and wind, and transportation and deposition on the chosen landform

Human causes and effects of landscape degradation (ACHGK051)	analysing the effects of erosion and sedimentation produced by human activities, including farming and recreation, on landscape quality
	examining the effects of mining and quarrying, and urban development, on landscape quality
	describing the effects of river regulation including dams, locks, channel straightening and drains, on riverine and wetland landscape quality
	investigating the effects of the built elements of environments (for example, urban development, marinas and sea walls) on coastal landscape quality
	investigating the ways introduced plants or animals or activities such as mining affect landscape quality and examining the effects on Aboriginal and Torres Strait Islander communities
Ways of protecting significant landscapes (ACHGK052)	identifying different views about the value of particular environments (for example, recreational, psychological, aesthetic and spiritual), and about the nature and extent of their protection, and discussing how this links to ideas about environmental sustainability
	investigating a significant landscape that is threatened by human activities and developing a proposal for the future of the landscape that takes account of the views of the diverse groups, including traditional owners, with an interest in its use or protection
	identifying the contribution of Aboriginal and Torres Strait Islander knowledge to the use and management of landforms and landscapes
	investigating the negative and positive impacts of bushfires on Australian landscapes and ways of responding to the risk and events of bushfires

Causes, impacts and responses to a geomorphological hazard (ACHGK053)	Elaborations
Causes, impacts and responses to a geomorphological hazard (ACHGK053)	• investigating the natural causes and spatial distribution of a geomorphological hazard (for example, volcanic eruption, earthquake, tsunami, landslide, avalanche)
	• discussing the extent to which human alteration of environments has contributed to the occurrence of the geomorphological hazard
	• describing how the effects caused by geomorphological hazards are influenced by social, cultural and economic factors (for example, where people choose to live, poverty, and lack of infrastructure and resources to prepare and respond)
	• researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphological hazards or bushfires

Unit 2: Changing nations	Elaborations
Causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)	• discussing urbanisation as a shift in where, how and why people live where they do
	• exploring the connections between urbanisation and economic and social opportunities
	• examining how urbanisation can positively or negatively affect environmental quality (for example, carbon emissions and water consumption)
Differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055)	• researching the causes of urban concentration in Australia and the United States of America (for example, the history of European settlement, migration, the export orientation of the economy, the centralisation of state governments, environmental constraints and the shape of transportation networks)
	• investigating the relationship between population density and proximity to urban centres

Reasons for, and effects of, internal migration in both Australia and China (ACHGK056)	• identifying and explaining the main types, patterns and trends of internal migration in Australia (for example, employment, lifestyle and retirement migration)
	• examining the effects of resource development on employment growth in both the resource regions and the cities, and on internal migration in Australia
	• investigating the effects of the 'fly-in fly-out' phenomenon on resource-development places
	• explaining that Aboriginal and Torres Strait Islander Peoples' population mobility reflects attachment to a number of places through family, Country/Place, dispossession, relocation and employment
	• identifying and explaining the patterns of temporary and permanent internal migration in China and the effects on the places of origin and destination
	• examining the role of labour migration in the urban development of China (for example, the growth of Shenzhen, Guangdong Province)
	• exploring the issues relating to China's 'floating population'
	• examining the environmental problems of China's megacities (for example, air pollution in Beijing)
Reasons for, and effects of, international migration in Australia (ACHGK058)	• identifying and explaining the main types and patterns of international migration (for example, permanent migration, temporary labour migration, student migration, forced migration (including refugees) and family reunion)
	• investigating where and why international migrants settle in Australia and how this may reinforce urban concentration
	• exploring the changing cultural diversity of the Australian population

Management and planning of Australia's urban future (ACHGK059)	• examining the forecasts for the size of Australia's major cities and regional urban centres, and discussing the implications for their environmental sustainability and liveability
	• investigating ways of managing the projected growth of Australia's cities and regional urban centres
	• exploring the arguments for and against a more balanced distribution of the urban population
	• generating ideas on how to decentralise Australia's urban population using Canberra as an example

Geographical Inquiry and Skills

Observing, questioning and planning	Elaborations
Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055)	• developing questions on an area of focus in the geographical knowledge and understanding strand (for example, about types of landforms or reasons for urban settlements)
	• developing questions about the significance of a spatial distribution (for example, the positive and negative effects of the spatial concentration of population in Australia)
	• planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales (for example, the causes and consequences of urbanisation)
	• using a range of methods including digital technologies to plan and conduct an information search about reasons for and effects of internal migration in Australia
Collecting, recording, evaluating and representing	Elaborations

Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056)	• gathering relevant data from a range of primary sources (for example, from observation and annotated field sketches, surveys and interviews, or photographs) about the ways to protect significant landscapes
	• collecting geographical information from secondary sources (for example, topographic maps, thematic maps, compound column graphs and population pyramids, reports, census data, digital images and the media)
	• conducting ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities
Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS057)	• constructing tables and graphs of demographic or economic data for Australia or China
	• creating annotated diagrams to show a landscape and its landforms
Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS058)	• developing a statistical map to show demographic or economic data for Australia or China, or show the cultural and demographic diversity of Aboriginal and Torres Strait Islander Peoples using mapping software
	• creating a map showing geomorphological features by using data from Geoscience Australia, or demographic statistics from census data, using a spatial technologies application
	• using the Global Positioning System (GPS) to make a map of the features of a landform
	• creating a map showing geomorphological features, incorporating traditional Aboriginal and Torres Strait Islander names for these where known

Interpreting, analysing and concluding	**Elaborations**

Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGS059)

- analysing spatial distributions to infer relationships and suggest possible causes and effects

- using digital mapping tools to map the cultural and demographic diversity of Aboriginal and Torres Strait Islander Peoples

- interpreting topographic maps and digital terrain models, cross-sections or block diagrams to investigate landforms and their features

- analysing trends in internal migration in Australia and China

Apply geographical concepts to draw conclusions based on the analysis of data and information collected (ACHGS060)

- reviewing the results of an analysis to propose and defend answers to an inquiry question, emphasising at least one of the geographical concepts of place, space, environment, interconnection, sustainability, scale or change

Communicating	**Elaborations**

Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS061)

- presenting a report, supported by spatial technologies, to communicate a reasoned argument (for example, to advocate for actions to ensure that landscapes and seascapes can be managed sustainably for use by future generations)

Reflecting and responding	**Elaborations**

Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062)

- reflecting on the inquiry process and suggesting questions that would be suitable for further investigation

- reflecting on personal values and attitudes and how these influence responses to an issue (for example, the protection of landscapes)

- proposing actions to respond to geographical issues related to environmental and economic sustainability (for example, urbanisation)

Year 8 Achievement Standard

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.

Year 9

There are two units of study in the Year 9 curriculum for Geography: 'Biomes and food security' and 'Geographies of interconnections'.

'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Year 9 Content Descriptions

Geographical Knowledge and Understanding

Unit 1: Biomes and food security	Elaborations
Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)	- identifying and describing the major aquatic and terrestrial biomes of Australia and the world, and their spatial distribution - examining the influence of climate on biomass production (as measured by net primary productivity) in different biomes

Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations (ACHGK061)	• identifying the biomes in Australia and overseas that produce some of the foods and plant material people consume
	• investigating ways that the production of food and fibre has altered some biomes (for example, through vegetation clearance, introduction of exotic species, drainage, terracing and irrigation)
	• identifying the differences between natural and agricultural ecosystems in flows of nutrients and water, and in biodiversity
Environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)	• describing how environmental factors (for example, climate, soil, landform and water), can support higher crop yields and investigating the environmental constraints on agricultural production in Australia (for example, soil moisture, water resources and soils)
	• investigating how high crop yields (for example, from wheat, rice and maize) around the world are related to factors such as irrigation, accessibility, labour supply, landforms and agricultural technologies (for example, high-yielding varieties)
	• evaluating the ways that agricultural innovations have changed some of the environmental limitations on and impacts of food production in Australia
Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)	• exploring environmental challenges to food production from land degradation (soil erosion, salinity, desertification), industrial pollution, water scarcity and climate change
	• identifying the impacts on food production from competing land uses (for example, sacred sites, urban and industrial uses, mining, production of food crops for biofuels, production of food crops for livestock, and recreation (such as golf courses))
	• evaluating whether some ways of increasing food production could threaten sustainability
	• investigating the impacts of alterations of biomes on the productivity and availability of staple resources for Aboriginal and Torres Strait Islander Peoples (for example, murnong or yam daisy in Victoria)

The capacity of the world's environments to sustainably feed the projected future global population (ACHGK064)	examining the effects of anticipated future population growth on global food production and security, and its implications for agriculture and agricultural innovation
	• researching the potential of agricultural production in northern Australia
	• identifying how poverty, food wastage, government policies or trade barriers could affect future food security
	• applying understanding of the functioning of natural and agricultural ecosystems to investigate ways of making Australian agriculture more sustainable

Unit 2: Geographies of interconnections	Elaborations
The perceptions people have of place, and how these influence their connections to different places (ACHGK065)	• comparing students' perceptions and use of places and spaces in their local area, particularly at different times of day, between males and females, different age groups, people with and without disability, and people from diverse cultures including Indigenous and non-Indigenous peoples, and reflecting on the differences
	• investigating how people in places in other countries perceive, use and are connected to their place and space
The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)	• describing the differences in people's access to the internet between and within countries and exploring how information and communication technologies are being used to connect people to information, services and people in other places (for example, in rural areas across Australia and the world, including selected countries of the Asia region)
	• examining how information and communication technologies have made it possible for places (for example, in India and the Philippines) to provide a range of global business services
	• exploring how transport and information networks operate to connect people to services, including how supply-chain logistics influence these connections

The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)	• investigating how and why places are interconnected regionally, nationally and globally through trade in goods and services
	• investigating some of the products and/or services that businesses in their town, city or rural region sell to other places
	• examining tourism, students and retirees as sources of income for some places
The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)	• exploring the environmental impacts of the consumer product on the places that produce the raw materials, make the product, and receive the wastes at the end of its life
	• identifying the effects of international trade in consumer products on Australian places
	• evaluating the effects of international demand for food products on biodiversity throughout the world, in the places of their production
The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)	• investigating the global growth of tourism and its likely effects on the future of places
	• discussing the effects of people's cultural and leisure choices on towns and cities (for example, predicting how changing choices may affect these and other places in the future)

Geographical Inquiry and Skills

Observing, questioning and planning	Elaborations

Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063)	• developing questions of geographical significance about an area of focus in the geographical knowledge and understanding strand (for example, questions about the importance of food security or types of interconnections)
	• planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales (for example, the connections between people and places)
	• using a range of methods including digital technologies to plan and conduct an information search about human alteration to biomes in Australia and another country

Collecting, recording, evaluating and representing	Elaborations
Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064)	• gathering relevant data from a range of primary sources (for example, from observation and annotated field sketches, conducting surveys and interviews and experiments, or taking photographs) about challenges to food production or the effects of people's travel, recreational, cultural or leisure choices on places
	• collecting geographical information from secondary sources (for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media)
	• collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities
Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065)	• creating a diagram to illustrate the flows of nutrients and energy within a biome, and the alterations to these flows produced by agriculture
	• developing a table to show the types of challenges to food production in Australia compared to other areas of the world, or the ways that places and people are interconnected through trade

Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066)	• creating a map to show the relationship between biomes and world food production, using a spatial technologies application
Interpreting, analysing and concluding	**Elaborations**
Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067)	• constructing a graph to show the relationship between growth in world population and world food production • comparing maps showing transport networks with survey responses on personal mobility • analysing maps of world internet traffic and proposing explanations about the pattern and distribution of connections
Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068)	• testing conclusions by considering alternative points of view about an area of inquiry and providing a response using as organisers at least two of the concepts of place, space, environment, interconnection, sustainability, scale and change
Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069)	• identifying the relevant layers of a geographical information system and using them to investigate how they can portray and analyse demographic, economic and environmental data
Communicating	**Elaborations**
Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070)	• presenting an oral response, supported by visual aids including maps, to communicate a reasoned argument about a contemporary geographical issue, and responding to questions
Reflecting and responding	**Elaborations**

Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)

- explaining how the application of geographical concepts and methods has contributed to deep understanding of the causes of and solutions to issues related to biomes, food production and security, interconnections or spatial change

- examining the environmental, economic and social factors that need to be considered in an investigation of a contemporary geographical issue such as ways of increasing Australian or global food production or the effects of information and communications technologies on the location of manufacturing or services and debating alternative responses that consider environmental, economic and social factors

Year 9 Achievement Standard

By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

Year 10

There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.

'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

Year 10 Content Descriptions

Geographical Knowledge and Understanding

Unit 1: Environmental change and management	Elaborations

Human-induced environmental changes that challenge sustainability (ACHGK070)	• discussing the concept of sustainability in relation to environmental functions
	• identifying human-induced environmental changes (for example, water and atmospheric pollution; loss of biodiversity; degradation of land, inland and coastal aquatic environments) and discussing the challenges they pose for sustainability
	• evaluating the concept of ecosystem services and the importance of these services for sustainability of biodiversity
Environmental world views of people and their implications for environmental management (ACHGK071)	• describing the role of people's environmental world views (for example, human-centred and earth-centred) in producing different attitudes and approaches towards environmental management
	• comparing the differences in people's views about the causes of environmental issues in Australia and across the world
	• discussing whether environmental change is necessarily a problem that should be managed and explaining people's choices of methods for managing or responding to environmental changes
The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)	• researching the role of Aboriginal and Torres Strait Islander Peoples in environmental management
	• explaining Aboriginal and Torres Strait Islander models of sustainability that contribute to broader conservation practices
Select ONE of the following types of environment as the context for study: land (e.g. forests, deserts, grasslands, farmland), inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included	

The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)	• describing the nature of the environmental change and its effect on the sustainability of environmental functions
	• examining the interconnections between biophysical processes and human actions that generate environmental change, together with the consequences of these changes
The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)	• discussing the influence of people's world views on programs for the management of the environmental change being investigated
	• proposing geographical management strategies for the environmental change being investigated (for example, establishing reserves and corridors to preserve biodiversity (a spatial strategy), ecosystem-based management (an environmental strategy), urban planning to reduce energy consumption (a spatial strategy), and addressing underlying as well as immediate causes of environmental change (holistic thinking))
	• comparing strategies in Australia and another country to manage the environmental change being investigated
	• exploring the variety of solutions to similar environmental changes in different places
	• discussing how land management agencies are increasingly working with traditional owners to manage environmental change and challenges
The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075)	• explaining how communities and governments attempt to balance environmental, economic and social criteria in decisions on environmental programs, and the extent to which there can be trade-offs between them
	• discussing the extent to which achieving sustainability in one place should take account of the effects on environmental conditions in other places in the context of the environmental change being investigated
	• debating the practical and ethical dilemmas of national and international conservation programs aimed at the environmental change being investigated
Unit 2: Geographies of human wellbeing	**Elaborations**

Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)	• examining and comparing different perceptions of human wellbeing (for example, by comparing student rankings of selected indicators)
	• identifying and evaluating different ways of measuring wellbeing (for example, per capita income or the UN Human Development Index), and applying them to investigate spatial variations in human wellbeing and comparing the results from different measures
	• examining the United Nations Millennium Development Goals and their relationship to human wellbeing
	• identifying trends in human wellbeing in countries over time
Reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)	• investigating the economic, social, technological, political and or environmental causes of spatial inequality between countries
	• examining differences in indicators by gender across countries and within selected countries
	• investigating the interrelationships between the rate of population growth and human wellbeing in countries
	• examining how access to natural resources (for example, minerals and water) can affect wellbeing and be a source of conflict
Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)	• investigating development issues (for example, access to clean water, sanitation, health services and adequate food and shelter) and their potential impact on human wellbeing
	• identifying the trends in gross domestic product (GDP) and GDP per capita over time in the selected country or region and their relationship with trends in measures of wellbeing

Reasons for, and consequences of, spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)	• examining spatial data on human wellbeing in India to identify the regions of India with high and low levels of wellbeing, discussing identified patterns and explaining the differences
	• examining how a person's wellbeing is influenced by where they live, with reference to at least two different regions in a country of the Asia region
Reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale (ACHGK080)	• researching spatial differences in the wellbeing of the Aboriginal and Torres Strait Islander population across Australia, and the extent to which these differences depend on how wellbeing is measured
	• examining how a person's wellbeing is influenced by where they live, with reference to at least two different places in Australia
The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)	• examining a national, state or community program to reduce regional inequalities in wellbeing in a country (for example, India)
	• discussing the objectives and outcomes of an Australian Government overseas economic and social development program or a non-government overseas aid program in a specific country or region within a country
	• identifying ways to improve the wellbeing of remote Aboriginal or Torres Strait Islander communities, including ways proposed by the communities

Geographical Inquiry and Skills

Observing, questioning and planning	**Elaborations**

Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS072)	• developing questions of geographical significance about an area of focus in the geographical knowledge and understanding strand (for example, questions related to the causes of environmental change or the extent of variation in global wellbeing)
	• planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales (for example, the reasons for and types of variation in human wellbeing in one country)
	• planning methods of data collection to answer inquiry questions and evaluating questions for their geographical significance
	• using a range of methods including digital technologies to plan and conduct an information search about the causes and consequences of change to environments

Collecting, recording, evaluating and representing	**Elaborations**
Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073)	• gathering relevant data from a range of primary sources (for example, from observation and annotated field sketches, conducting surveys, interviews and experiments, or taking photographs) about human-induced environmental changes
	• collecting geographical information from secondary sources (for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media)
	• collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities
	• using Gapminder or United Nations statistics to collect data on countries to answer an inquiry question

Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS074)	• developing a table to show the responses to environmental change in a particular environment • using scatter plots of data for countries or smaller areas to investigate the relationship between two variables (for example, per capita income and life expectancy for countries) and to identify anomalies • using digital technologies such as Gapminder to support the illustration and analysis of geographical variables
Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS075)	• constructing and interpreting choropleth maps to show patterns of human wellbeing at a local scale • creating a map to show measures of environmental change, using a spatial technologies application
Interpreting, analysing and concluding	**Elaborations**
Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076)	• analysing environmental change (for example, the clearance of vegetation or a plan for a vegetation corridor) using topographic maps and satellite images • constructing computer-generated tables, graphs, maps and diagrams to analyse data on human wellbeing • critically analysing text and images for their meaning and significance
Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS077)	• synthesising information from several sources through using as organisers at least two of the concepts of place, space, environment, interconnection, sustainability, scale and change
Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS078)	• outlining how geographical information systems (GIS) are used in environmental management or in analysing spatial patterns of human wellbeing • investigating the use of geographic information systems (GIS) by Indigenous peoples in Australia and elsewhere for managing conservation
Communicating	**Elaborations**

Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS079)

- constructing a logical argument, supported by evidence (for example, accounting for observed patterns in wellbeing at the local, national and global scales), and responding to questions

Reflecting and responding	Elaborations
Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)	• reflecting on the role of personal values and attitudes in influencing their responses to situations including goals (for example, environmental protection) • explaining how the application of geographical concepts and methods has contributed to deep understanding of the causes of and solutions to issues related to environmental change, human wellbeing or development

Year 10 Achievement Standard

By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal.

Glossary

absolute location

Location measured by the coordinates of latitude and longitude. Also see *relative location*.

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aerial photograph

A photograph taken from the air, which can be oblique (taken at an angle) or vertical (taken from straight above the ground); the former being easier for young students to interpret.

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anomaly

(Termed outlier in mathematics). A *data* value that appears to stand out from other members of the data set by being unusually high or low. The most effective way of identifying an *anomaly* in a data set is to graph the data. In geographical data, classified by *place*, anomalies will identify *places* that do not fit a general *pattern*, which make them of particular interest to study.

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attachment to place

People's emotional feelings about and identification with *places*, which can contribute to their personal wellbeing and sense of identity.

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biodiversity

A variety of living organisms and *ecosystems* they form. *Biodiversity* has direct value as consumable or useful commodities, indirect value through the provision of *ecosystem services*, and intrinsic value independent of its utility to humans.

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biomass

Total mass of living organic matter in a particular area.

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biome

A major terrestrial vegetation community, for example, a tropical forest, a temperate grassland or a desert. Similar *biomes* are found around the world in similar *climatic zones*, but may have different species of plants and animals.

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biophysical process

Interconnected sequence of cause-and-effect relationships within *environments*, for example, a hydrological (water) cycle; *geomorphic* processes of weathering, erosion, transportation and deposition; soil-forming processes; land degradation; fluvial processes; and *nutrient cycling*.

blue water

In geography, fresh water in rivers, lakes and dams.

cartography

A study of and a practice of map-making, including construction of projections, design, compilation, drafting and reproduction, which aims to model reality in ways that communicate spatial information effectively.

characteristics of places

Include people, *climate*, production, *landforms*, built elements of the environment, soils, vegetation, communities, water resources, *cultures*, mineral resources and *landscape*. Some characteristics are tangible, for example, rivers and buildings. Others are intangible, for example, scenic quality and socioeconomic status.

choropleth map

A thematic map in which areas are shaded to show higher and lower values.

climate

A long-term average (minimum 30 years) of weather conditions at a *place*. For example, some *climates* are hot and wet all year (Singapore); some have hot, wet summers and warm, dry winters (Darwin); and some have warm, dry summers and cool, wet winters (Adelaide and Perth). Climates can be classified into distinctive types, such as equatorial, tropical, temperate, Mediterranean, semi-arid and arid. These types are found in similar locations around the world.

climate graph

A graph showing average monthly temperature (by a line) and rainfall (by columns) for a location.

climatic zones

Areas of the earth that have similar climatic conditions. The major zones are hot, temperate and polar and are roughly demarcated by lines of latitude.

comparative place analysis

A comparison of *places*. It may be used to identify the effects of factors such as climate, *relative location*, technology, *culture* and government on the characteristics of a *place*.

conservation and preservation

Conservation is careful management of the *environment* and natural *resources*, acknowledging that they may be changed in order to affect a better future for humankind, but not if the impacts on them are too great. Alternatively, *preservation* is an act of maintaining the existing condition of environmental areas as yet untouched by humans.

continuous resources

Those *resources*, such as solar or wind energy, whose availability is unaffected by their use by humans. Also see *environmental resources*.

Country/Place

In the Australian Curriculum, *Country* in this instance refers to a *space* mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a *space* with varying degrees of spirituality.

Place (as it pertains in *Country/Place*) is a *space* mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

culture

A body of beliefs, attitudes, skills and tools by which communities structure their lives and interact with their *environments*.custodial responsibility

An obligation that Aboriginal and Torres Strait Islander Peoples have to care for the *Country/Place* on which they live, even if they are not traditional owners of that Country/Place. Traditional owners have primary responsibility for Country/Place.

data

Information that is directly recorded, which can be quantitative or qualitative.

development

Economic, social and political changes that improve the wellbeing of people.

digital mapping tools

Software programs that create maps.

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digital terrain model

A digital model of a land surface in which vegetation, buildings and other objects have been removed.

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distribution

Natural arrangement of items in a particular *place*, for example, distribution of population in a country, distribution of forests across the world.

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ecosystem

A functioning unit of nature defined by a complex set of relationships among its living organisms (such as microorganisms, plants, animals, humans) and its non-living components (such as water, minerals, soil, air), where all organisms and components are interdependent through *nutrient cycles* and *energy flows*. Every unit can be explored at macro levels (such as the planet) or as specific limited areas.

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ecosystem services

Services provided by *ecosystems, which* support life without requiring human action or payment, for example, climatic stability, hydrological regulation, *nutrient cycling*, pollination, pest control, soil formation and protection from ultraviolet radiation.

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ecosystem-based management

Management based on improving health of an *ecosystem* producing commodities rather than on maximising production of individual commodities, for example, by increasing *biodiversity*, restoring *hydrological systems*, protecting marine breeding areas or rebuilding soil structure and fertility.

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energy flow

A flow of energy through a biological food chain; a movement of energy around an *ecosystem* through biotic and abiotic means. Also referred to as ecology.

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environment

A setting and conditions of an area in which activity occurs, and where features may be natural, managed or constructed.

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environmental functions

Functions of the *environment* that support human life and economic activity, which are:

- production of raw materials from the natural *resources* of soil, water, forests, minerals and marine life (the earth's *source* function).

- safe absorption (through breakdown, recycling or storage) of wastes and pollution produced by production and human life (the earth's sink function).

- provision of environmental or *ecosystem services* that support life without requiring human action, for example, climatic stability, *biodiversity*, *ecosystem* integrity and protection from ultraviolet radiation (the earth's *service* function).

- intrinsic recreational, psychological, aesthetic and spiritual value of *environments* (the earth's spiritual function).

environmental quality

Characteristics of a local *environment* that affect human physical and mental health and quality of life, for example, an extent of air and water pollution, noise, access to open space, traffic volumes, and visual effects of buildings and roads.

environmental resources

R*esources* sourced from an *environment*, which can be classified as *renewable*, *non-renewable* and *continuous*.

environmental world view

A person's view of the relationship between humans and nature. This ranges from human-centred (in which humans are separate from nature, and any environmental problems can be solved by technology) to earth-centred (in which humans are a part of and dependent on nature and have to work with nature).

ethical protocols

Involves an application of fundamental ethical principles when undertaking research and collecting information from *primarysources* and *secondarysources*, for example, confidentiality, informed consent, citation and integrity of data.

export industries

Industries that sell a service to customers who come from other places to obtain the service, as in tourism and education of students from overseas. Both industries bring income into a place.

features of places

Visible elements of a *place* or *landscape*, classified as natural, managed and constructed. This term is used in early primary education, but is later replaced by the term '*characteristics*', which includes both visible and invisible elements of a *place*.

fieldwork

Any activity involving observation and recording of information outside a classroom. It could be within the school grounds, around neighbouring areas or in more distant locations.

geographic information system (GIS)

A system for storing, managing, analysing and portraying spatial *data*. It has been described as a combination of database management, *cartography* and statistical analysis.

geographical concentration

Advantages people and businesses gain from clustering together, for example, greater access to information, greater variety of goods and services, better transport and communication services, and more varied employment opportunities. These advantages help to explain continuing growth of cities.

geographical inquiry methodology

A process of gathering information from *primary sources* and *secondary sources* as part of the geographical inquiry process. Geographical inquiry methodologies involve skills needed to formulate questions and initiating, planning and implementing an inquiry relevant to a geographical issue, process or phenomenon.

geographical processes

Physical and human forces that work in combination to form and transform the world, for example, erosion, hydrological (water) cycle, migration or *urbanisation*. Geographical processes can operate within and between *places*.

geographical significance

Why a question is worth investigating.

geomorphic

Relating to a form, shape, structure or surface of the earth or its topography.

geomorphic hazard

A hazard originating from the *lithosphere*, including volcanic eruption, earthquake, tsunami and mass movement (landslide or avalanche).

geomorphic landscape

An area defined by a distinctive set of *landforms* produced by a distinctive set of *geomorphic* processes, for example, a riverine, arid or coastal landscape.

green water

Water available for plant growth as soil moisture. Almost all of the world's *natural vegetation*, and most of its agriculture, depends on soil moisture.

hazard

When forces of nature combine to become destructive and have potential to damage the *environment* and endanger communities.

housing density

A number of dwellings per hectare. *Data* required to calculate this measure can be obtained from Australian Bureau of Statistics 2011 Census QuickStats and community profiles.

human wellbeing

Quality of life of a population. This can be measured by objective indicators, for example, life expectancy, educational attainment and income, or by subjective measures of how people perceive the quality of their life, as revealed by surveys of happiness.

human–environment systems thinking

A method of analysing complex interactions between an *environment* and people, which is able to integrate environmental with attitudinal, demographic, social, economic, technological and political factors. Systems thinking seeks to understand the whole rather than its parts, and see patterns of change over time rather than just as a snapshot in time. The drivers–pressures–state–impact–response (DPSIR) model used in the *Australian State of the Environment* report (SoE 2011) is an example of a human–environment system. Systems can be extended to include elements, for example, values and beliefs.

hydrological system

Systems of water movement on, above and below the surface of the earth.

immediate and underlying causes

Immediatecauses of environmental change are biophysical processes such as vegetation clearance, cropping and urban development, while *underlying causes* are influences such as population growth, government policies, market demand, economic growth, technology, values and attitudes. These causes can be combined in a human–environment system.

internal migration

Movement of people from living in one defined area to living in another within a country, for example, movement from cities to non-metropolitan coastal locations, or between states and territories.

inter-regional transfer of water

Transfer of water from one river basin to another, for example, the transfer of water from the Snowy River to the Murray and Murrumbidgee rivers in the Snowy Mountains Scheme.

isoline/isopleth map

A map of a geographical variable showing its *spatial distribution* by lines joining *places* with the same value, for example, a rainfall map.

land and water degradation

Degradation of the health of land and water *resources* through human actions in ways that threaten an ability of the resources to maintain their *environmental functions*. Degradation includes salinity, accelerated soil erosion, soil fertility decline, soil acidification, spread of weeds, loss of *biodiversity* and habitats, and water pollution.

landform

Individual surface features of the earth identified by their shape, for example, dunes, plateaus, canyons, beaches, plains, hills, rivers and valleys.

landscape

Visible appearance of an area, created by a combination of geological, geomorphological, biological and cultural layers that have evolved over time, and as perceived, portrayed and valued by people. A geomorphic *landscape* is the landscape without the biological and cultural layers.

lithosphere

The solid portion or crust and upper mantle of the earth, also called the geosphere, which is distinguished from atmosphere and hydrosphere.

liveability

An assessment of what a *place* is like to live in, using particular criteria, for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities.

local area

An area around a student's home or school that can be explored in a few hours. The local level of *scale* refers to all areas of similar size.

natural vegetation

Vegetation that has evolved in an area over time.

net primary productivity (NPP)

Plant biomass gain measured in tonnes of carbon per hectare per year, as a product of the energy gained through photosynthesis minus the energy lost through respiration. It is an indicator of the natural agricultural productivity of an area, based on its *climate*.

non-renewable resources

Resources that cannot be renewed, for example, minerals. Soils that have been degraded can only be renewed over long timescales. Also see *environmental resources*.

nutrient cycle

Recycling of plant nutrients like phosphorus and nitrogen, whether by natural means or human intervention.

outline map

A map that only gives very basic information so that more detail can be added, for example, a map showing the borders of a country.

pattern

A regularity in *data* portrayed in graphs or maps, for example, a decline in population density or rainfall in Australia with increasing distance from the coast.

perception

People's subjective assessment of *places* and *environments*.

place

A part of the earth's surface that is identified and given meaning by people, which may be perceived, experienced, understood and valued differently.

population pyramid/profile

A graph showing age and sex composition of a population.

preservation and conservation

Preservation is an act of maintaining the existing condition of environmental areas as yet untouched by humans. Alternatively, *conservation* is a careful management of an environment and natural *resources*, acknowledging that they may be changed in order to affect a better future for humankind, but not if the impacts on them are too great.

prevention, mitigation and preparedness

Actions taken in advance to decrease or eliminate the impact of a hazardous event on people, communities and the *environment*, by actions including, for example, lessening the hazard and reducing the vulnerability of a community. Preparedness refers to actions taken to create and maintain a capacity of communities to respond to, and recover from, natural disasters, through measures like planning, community education, information management, communications and warning systems.

primary sources

Unprocessed, original materials collected by a student, for example, field notes from observations, measurements taken from experiments, or responses received from a survey or questionnaire.

qualitative methods

Explanatory and interpretive methods, for example, participant observation, focus group discussion or interviews, which are used to gather qualitative *data* (that is, information that can only be described, such as people's perceptions of environmental quality).

quantitative methods

Statistical and other methods used to analyse quantitative *data* (that is, information that can be expressed in numbers, for example, crime rates for local government areas).

region

An area in which various parts have something in common, which distinguishes them from neighbouring regions. Regions can be divisions of a nation, for example, the Wheatbelt of Western Australia; or larger than a nation, for example, South-East Asia or a climatic zone. The latter are called 'world regions' in the Australian Curriculum.

relative location

A location relative to other places, for example, the distance to a town from other towns. *Relative location* has a stronger influence on human *characteristics* of places than *absolute location*, as demonstrated by advantages of closeness to suppliers, finance, information and markets for businesses, and to education and employment opportunities for individuals. Also see *absolute location*.

remote

Distant, far away, for example, a place distant from major population and economic centres.

renewable resources

Resources that are or can be renewed within a relatively short time, for example, water through a hydrological (water) cycle; and plants, animals and marine life through reproduction. However, overuse of a renewable *resource* can lead to its disappearance, as with overexploitation of a fishery or over-extraction of groundwater. Also see *environmental resources*.

representation

Demonstrating geographical information in a visual form, for example, a graph, map, image, field sketch or a multilayered map.

satellite image

A digital image captured by satellites above the earth's surface, for example, those combined in Google Earth. It can be processed to measure-specific aspects of the land surface, for example, areas of water or farmland.

scale

- A way that geographical phenomena and problems can be examined at different spatial levels, such as local *scale*, and global scale (spatial scale)

- A relationship between a distance on the ground and a corresponding distance on a map, with the *scale* coded on the map as a ratio, for example '1 cm : 1 km' (map scale).

scatter plots / scatter graphs

Graphs that plot a relationship between two variables, for example, population density and distance of a place from the centre of a city, or rainfall and height above sea level. The method can be used to identify anomalies for closer study.

scattergram graphic organiser

A graphic organiser to ecord collected *data* to reveal correlations, for example, dates and ages of death collected from a scan of a cemetery.

seasonal calendar

A classification of weeks or months of a year into seasons. The standard classification is spring, summer, autumn and winter, but this is a temperate zone concept imported from Europe. In northern Australia, the seasons are commonly described as the wet and the dry. Aboriginal cultures have much more complex classifications, and these vary considerably from region to region across Australia because they are finely tuned to local *climates* and changing availability of food and other *resources*.

secondary sources

Sources of information that have been collected, processed, interpreted and published by others, for example, census *data*, newspaper articles, and images or information in a published report.

settlement pattern

A *spatial distribution* of different types of human settlement, from isolated dwellings to villages and outstations, towns, regional centres and large cities. Smaller settlements typically form spatial patterns around larger settlements.

social connectedness

A measure of a number and strength of people's social relationships with other people. These relationships or connections may be with people in the same place or in other places, and they can be face-to-face connections or electronic. An opposite of good social connections is social isolation or loneliness.

social justice

A concept that all people have the right to fair treatment and equal access to the benefits of society.

space

A three-dimensional surface of the earth on which everything is located and across which people, goods and information move.

spatial association

Similarity in *spatial distributions* of two or more phenomena. A *spatial association* suggests that there may be a relationship between the phenomena, which can then be explained through an operation of atmospheric, hydrologic, *geomorphic*, biological, socioeconomic or political processes.

spatial distribution

An arrangement of particular phenomena or activities across the surface of the earth.

spatial technologies

Any software or hardware that interacts with real-world locations. A use of *spatial technologies* forms the basis of many geographers' work practice. The Global Positioning System (GPS), Google Earth, geographic information systems (GIS) and satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial *data*.

spatial variations

A difference or variation (in terms of population, population density, *gross domestic product (GDP)*, life expectancy) over an area of the earth's surface.

stewardship

One of the many world views that informs ways of achieving *sustainability*. When applied to the *environment*, *stewardship* is an ethical position that supports careful management of *environmental resources* for the benefit of present and future generations. Stewards do not own *resources*; they only manage them.

sustainability

An ongoing capacity of an *environment* to maintain all life, whereby the needs of the present are met without compromising the ability of future generations to meet their needs.

system

A group of interacting objects, materials or processes that form an integrated whole. Biophysical *system*s include humans and their activities and impacts.

thematic map

A map that portrays a specific type of information, for example, rainfall, transport routes, *climatic zones* or population *distribution*.

topographic map

A detailed, large-scale map of part of the earth's surface, which illustrates the shape of the land and selected natural and human *features* from the surrounding *environment*.

trend

A *pattern* in change over time in a set of *data*.

urban concentration

A percentage of the urban population of a country or region living in the largest city.

urbanisation

A process of economic and social change in which an increasing proportion of the population of a country or region live in urban areas.

vegetation corridor

Strips of vegetation that connect larger but isolated vegetated areas. They enable movement of animals and plants between places, reduce ecological effects of habitat fragmentation and help protect *biodiversity*.

water scarcity

A lack of sufficient available water resources to meet the demands of water usage within a place. It can result from an absolute shortage of water (physical water scarcity), lack of money to utilise an adequate source of water (economic water scarcity) or the unequal *distribution* of water resources due to political or ethnic conflict.

West Asia (Middle East)

The countries of Georgia, Armenia, Azerbaijan, Turkey, Cyprus, Lebanon, Syria, Israel, Palestine, Jordan, Egypt, Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, Iraq and Iran. Afghanistan is sometimes included in the region or in Central Asia. 'West Asia' is also known as the 'Middle East'.

world region

Biophysical, geographical, economic or political regions larger than a nation, for example, the Sahara Desert, Sub-Saharan Africa, the Global North and the Association of Southeast Asian Nations (ASEAN).

The Australian Curriculum
Humanities and Social Sciences - 7–10 Civics and Citizenship

Overview

Rationale

A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy.

The Australian Curriculum: Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

The curriculum recognises that Australia is a secular nation with a multicultural, multi-faith society and a Christian heritage, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position and international obligations and the role of citizens today, both within Australian and in an interconnected world.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

Aims

The Australian Curriculum: Civics and Citizenship aims to ensure students develop:

- a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, multi-faith society and a Christian heritage
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- skills, including questioning and research; analysis, synthesis and interpretation; problem-solving and decision-making; communication and reflection, to investigate contemporary civics and citizenship issues and foster responsible participation in Australia's democracy
- the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level and as individuals in a globalised world.

Structure

The Years 7–10 Australian Curriculum: Civics and Citizenship is organised into two interrelated strands: civics and citizenship knowledge and understanding, and civics and citizenship inquiry and skills.

Civics and citizenship knowledge and understanding strand

The civics and citizenship knowledge and understanding strand comprises three key focus areas or sub-strands at each year level: government and democracy; laws and citizens; and citizenship, diversity and identity.

Government and democracy involves a study of Australian democracy and the key institutions, processes and roles that people play in Australia's system of government. Laws and citizens examines Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens. Citizenship, diversity and identity explores the shared values of Australian citizenship, Christian traditions, the diversity of Australia as a multicultural and multi-faith society, what shapes identity, and obligations as citizens in a globalised world.

Civics and citizenship inquiry and skills strand

The civics and citizenship inquiry and skills strand focuses on the skills of questioning and research; analysis, synthesis and interpretation; problem-solving and decision-making; and communication and reflection.

Questioning and research involves students asking questions about the society in which they live. Students identify, locate and research a range of sources of information to investigate Australia's political and legal systems. Analysis, synthesis and interpretation engages students in applying critical thinking skills and developing and accounting for different points of view. Problem-solving and decision-making involves students working collaboratively, negotiating and developing strategies to resolve issues, and planning for action. In communication and reflection, students present ideas, viewpoints and arguments based on evidence about civics and citizenship topics and issues using subject-specific language, and reflect on their cultural identity, motivations, values and behaviours.

Civics and citizenship skills are described in bands of schooling at two-year intervals.

Relationship between the strands

The two strands are to be integrated in the development of a teaching and learning program. The knowledge and understanding strand provides the content focus through which particular skills are to be developed.

Key inquiry questions

Each year level includes key questions which provide a guiding framework for developing students' civics and citizenship knowledge, understanding and skills of inquiry.

PDF documents

Resources and support materials for the Australian Curriculum: Civics and Citizenship are available as PDF documents.

Civics and Citizenship: Sequence of content 7-10

Civics and Citizenship: Sequence of achievement 7-10

Year 7

The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the followingkey questions:

- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?

Year 7 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations

The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers (ACHCK048)	- exploring the concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power
	- using an issue such as water management, education or health to explore the division of powers between state/territory and federal levels of government and identifying the way that conflicts between state laws and Commonwealth laws are resolved
	- describing the role of the Governor-General, the different roles of the House of Representatives and the Senate, the Prime Minister, ministers or the Cabinet and courts
	- identifying the principles of representative and responsible government that underpin the Australian Constitution
	- identifying the composition of the Legislature (the Queen, represented by the Governor-General, and the Senate and the House of Representatives), Executive (the Queen, represented by the Governor-General, Prime Minister and ministers) and Judiciary (the High Court and other federal courts)
	- discussing how ministers are subject to the scrutiny of other members of the parliament led by an officially recognised opposition
The process for constitutional change through a referendum (ACHCK049)	- describing the process by which referendums to change the Australian Constitution are initiated and decided
	- exploring examples of attempts to change the Australian Constitution by referendum (for example, the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999)
	- discussing the advantages and disadvantages of having a Constitution that can only be amended by referendum
Laws and citizens	**Elaborations**

How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050)	• discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors • exploring how Australians can receive access to justice and legal representation, such as through legal aid • discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof

Citizenship, diversity and identity	**Elaborations**
How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHCK051)	• defining the terms 'secular', 'multi-faith' and 'diverse society' and discussing their relevance to Australia today • identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources • exploring the diversity of spiritualities among Aboriginal and Torres Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam • appreciating the cultural and historical foundations of Australia's Christian heritage
How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)	• identifying values shared by Australians and deciding which ones could also be considered universal values • identifying how human rights values are consistent with Australian values

How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)	• investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole
	• discussing how stereotypes are linked with people's cultural identity (for example, clothes, accent/language, media representations)
	• considering how Australia's location in the Asian region influences interactions between Australians and those living in the region
	• discussing how belonging to a religious or cultural group can provide a sense of belonging and how this group membership can shape an individual's identity
	• identifying the different ways that cultural and religious groups express their beliefs, identity and experiences (for example, through customs, practices, symbols, language, traditions and art, and virtual communities)

Civics and Citizenship Skills

Questioning and research	Elaborations
Develop a range of questions to investigate Australia's political and legal systems (ACHCS054)	• developing a key question such as 'How does the law protect all individuals?' and related questions to inform the investigation (for example, 'What is the presumption of innocence?')
	• considering current events to generate ideas for research
Identify, gather and sort information and ideas from a range of sources (ACHCS055)	• using a range of sources of information to show religious diversity in Australia, such as articles, graphs, charts and statistics
	• categorising information under headings that are the focus for research

Analysis, synthesis and interpretation	Elaborations

Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056)	• analysing how information can be used selectively to persuade citizens (for example, in a debate about a suggested constitutional change)
	• evaluating data from a survey to draw conclusions about a current event or issue

Problem-solving and decision-making	Elaborations
Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057)	• identifying the influences or circumstances that may have informed different perspectives about a civics and citizenship issue
	• identifying where there is a common understanding or points of agreement in a discussion as a basis for resolving a conflict or differences
Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058)	• developing a plan of action that incorporates a consultation process to ensure a range of views are heard and people are provided with opportunities to respond

Communication and reflection	Elaborations
Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059)	• using appropriate terms and concepts such as rule of law, separation of powers and secular nation
	• using digital technologies and graphic displays for a specific audience, purpose and context (for example, to argue the case for a constitutional change)
Reflect on their role as a citizen in Australia's democracy (ACHCS060)	• recognising their own emotional reactions when interacting with people who are different from them
	• raising awareness of different perspectives (for example, about sustainability challenges)

7–10 Civics and Citizenship

Year 7 Achievement Standard

By the end of Year 7, students explain features of Australia's Constitution, including the process for constitutional change. They explain how Australia's legal system is based on the principle of justice. Students explain the diverse nature of Australian society and identify the importance of shared values in promoting a cohesive society.

When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia's political and legal systems. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.

Year 8

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- What are the freedoms and responsibilities of citizens in Australia's democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

Year 8 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061)	- explaining how each freedom supports active participation in Australia's democracy - discussing how and why 'the bounds of law' can limit these freedoms - considering the circumstances that can lead to dissent in a democracy - debating how to manage situations when rights and freedoms are in conflict (for example, whether it should be a matter for parliaments or judges to resolve)

How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)	• comparing the effectiveness of different forms of participation in Australia's democracy
	• exploring how elected representatives can advocate on behalf of citizens
	• investigating examples where citizens have taken direct action such as organising a public demonstration or social media campaign
	• analysing how opinion polls are conducted and the ways they are used in democratic debate
	• exploring the different ways that citizens can participate in and support Australia's democracy through their working lives, such as by serving in the armed services or as a reservist, teaching, representing Australia abroad as a diplomat or aid worker, or joining the police service or the public service

Laws and citizens	**Elaborations**
How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063)	• comparing some examples of statutes and common laws and the way they are made and outlining the hierarchy of these different types of laws (for example, that statutes will override the common law)
	• distinguishing statutory and common law from executive law (delegated law) and identifying how the Houses of Parliament can disallow delegated legislation
	• discussing examples of recent laws passed through parliaments that enact government policy
The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)	• explaining the difference between criminal law and civil law
	• considering the significance of customary law for Aboriginal and Torres Strait Islander Peoples

Citizenship, diversity and identity	**Elaborations**

The values and beliefs of religions practised in contemporary Australia, including Christianity (ACHCK065)	• identifying Christian traditions that have influenced the development of Australian society, democracy and law
	• identifying the values and beliefs of religions practised in contemporary Australia (for example, Christianity, Judaism, Buddhism, Islam, Hinduism)
Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)	• investigating representations of Australian identity evident in national day events (such as Anzac Day), and in the media and popular culture, to analyse different perspectives on the interpretation of national identity
	• examining contemporary influences on the shaping of Australian national identity, such as the natural environment, immigration, attitudes to Asia and Reconciliation between Aboriginal and Torres Strait Islander Peoples and other Australians
How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067)	• examining personal stories to explore how individuals relate to national identity and how it impacts on their sense of belonging in the Australian community
	• exploring the extent of ethnic diversity in Australia

Civics and Citizenship Skills

Questioning and research	Elaborations
Develop a range of questions to investigate Australia's political and legal systems (ACHCS068)	• developing complex and open-ended questions to explore a civics or citizenship topic such as 'freedoms' (for example, 'What do our freedoms mean in practice?' and 'What do you consider to be the most important freedom?')
Identify, gather and sort information and ideas from a range of sources (ACHCS069)	• identifying sources offering different perspectives on an issue (for example, finding out about the recognition of Aboriginal and Torres Strait Islander customary law)
	• collating a list of different sources of information and prioritising the list based on an assessment of usefulness and reliability

Analysis, synthesis and interpretation	Elaborations

Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070)	• examining language choices in a range of texts to identify purpose, audience and reliability (for example, those used by candidates in an election campaign or by a lobby group)
	• using a variety of sources to develop conclusions about Australian national identity

Problem-solving and decision-making	**Elaborations**
Appreciate multiple perspectives and use strategies to mediate differences (ACHCS071)	• using empathy to appreciate the influences or circumstances that may have informed different perspectives
	• recognising assumptions in their own and other people's thinking when mediating differences
	• using culturally inclusive behaviours during class discussions and meetings
Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS072)	• participating in a simulation to achieve consensus (for example, a mock court case or parliamentary committee)
	• working in groups to evaluate the options before deciding on any course of action (for example, to influence change relating to a current event or issue)

Communication and reflection	**Elaborations**
Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS073)	• using appropriate terms and concepts such as 'freedoms', 'responsibilities', 'statutory law' and 'customary law'
	• creating material for public distribution with a specific purpose and context (for example, an advertisement promoting participation in Australia's democracy)
Reflect on their role as a citizen in Australia's democracy (ACHCS074)	• considering how personal experiences and circumstances influence their identity as a citizen and how they relate to others
	• considering the factors that shape the way they meet their responsibilities as a citizen (for example, where they live)

Year 8 Achievement Standard

By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.

When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.

Year 9

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

Year 9 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075)	- investigating how the contemporary party system operates in Australia's liberal democracy and how governments are formed in parliament - discussing the meaning of key concepts such as parliamentary majority, the opposition, hung parliament, minority government - exploring the role of the Senate and state upper Houses, and the balance of power in these Houses
How citizens' political choices are shaped, including the influence of the media (ACHCK076)	- examining a range of strategies used to persuade citizens' electoral choices such as public debate, media, opinion polls, advertising, interest groups and political party campaigns - discussing how social media is used to influence people's understanding of issues

The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet (ACHCK103)	• investigating the development and implementation of policy and the role of the public service in Australia, including the role of the Prime Minister and Cabinet in proposing policy and the role of parliament in debating it
	• identifying the role of parliament and particularly the opposition in debating policy proposed by the Executive, in authorising the government to spend public money and scrutinising the administrative actions of the government

Laws and citizens	Elaborations
The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077)	• creating a visual representation of the court jurisdictions in Australia
	• categorising sample cases in relation to the courts in which they would be heard (for example, cases from criminal, consumer, family, human rights and environmental law)
	• describing the role of a particular court (for example, a supreme court, a magistrates court or the Family Court of Australia)
	• exploring how court judgements impact on the development of law (for example, the role of precedents)
The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078)	• describing what is meant by each principle and how each works to protect citizens and contribute to a fair society
	• examining factors that can undermine the application of the principles of justice (for example, bribery, coercion of witnesses, trial by media and court delays)
	• examining how the media, or individuals through social media, could influence the outcome of a trial by publishing information about a defendant that could affect a jury's decision

Citizenship, diversity and identity	Elaborations

How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079) ⓒ 👥 ⚖	• researching the work of a non-government organisation (NGO), philanthropist, community group or religious group and how and why they contribute to the Australian community 📄 ⓒ 👥 ⚖ • exploring the concept of 'the common good' using examples of how religious groups participate to foster interfaith understanding or social justice 📄 ⓒ 👥 ⚖ ↻ • investigating why a particular group advocates for change (for example, in relation to gender equity) 📄 ⓒ 👥 ⚖ • exploring the various ways that individuals can contribute to civic life (for example, by volunteering their services to charities and service groups, becoming a Justice of the Peace, making submissions to public enquiries, attending public meetings, serving on local government bodies and providing voluntary help at schools and nursing homes) ⓒ 👥 ⚖ • discussing how the Australian Honours System recognises, celebrates and says thank you to those who make a difference and serve others ⚖ • investigating how the Australian Honours System works, including the types of awards and how they are announced and presented ⚖
The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080) ⋰ ⓒ 👥 ⚖ ↻	• analysing how media represent different groups in Australian society and assessing the impact those representations have on community cohesiveness 📄 ⋰ ⓒ 👥 ⚖ ↻ • investigating a human rights campaign that uses social media and how members of the public have engaged in the issue 📄 ⋰ ⓒ 👥 ⚖
How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081) ⓒ 👥 ⚖ ↻	• examining stories of how Australian citizens' perspectives on their role in the global community have been influenced by their experiences of living and working in other countries 📄 ⓒ 👥 ⚖ ↻ • examining forms of global connectedness such as digital technology, arts, trade, language learning, employment, travel and immigration 📄 ⋰ ⓒ ↻ • debating the concepts of 'global identity' and 'global citizenship' and their implications for Australian citizens 📄 ⓒ 👥 ⚖ ↻

Civics and Citizenship Skills

Questioning and research	Elaborations
Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082)	• selecting key questions to investigate an aspect of Australia's political and legal systems (for example, the role of juries)
	• posing questions which evaluate Australia's democracy such as 'how equal?', 'how representative?' and 'how accountable?'
Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083)	• developing categories for sorting information from surveys about people's views on political or legal issues
	• identifying why some information has greater accuracy and reliability than other information

Analysis, synthesis and interpretation	Elaborations
Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084)	• exploring texts for stereotype, over-generalisation and misrepresentation (for example, how cultural groups are represented in the media)
	• explaining the assumptions or missing information that may affect the reliability of an opinion about an issue (for example, commentary from a traditional form of media)
	• comparing and contrasting the varying policies of different political groups on an issue
	• applying criteria used to make judgements in civic contexts (for example, Awards for the Order of Australian of the Year, Student Citizen of the Year) to propose candidates for the year ahead
Account for different interpretations and points of view (ACHCS085)	• taking on roles for a discussion to explore various points of view about a contemporary political or social issue
	• developing an evidence-based argument which recognises different interpretations (for example, about the role of social media in contemporary debates)

Problem-solving and decision-making	Elaborations

Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)	• recognising that common issues may need to be seen through diverse cultural lenses
	• recognising that people will not always agree and using strategies to accommodate difference and accept compromise
	• using skills associated with the negotiation process (stating your position clearly, active listening, highlighting strengths, applying reason and logic, identifying common ground)
Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087)	• considering the most appropriate democratic decision-making processes to reach a consensus, such as achieving an absolute majority
	• developing a plan of action using digital technologies that incorporates democratic decision-making processes

Communication and reflection	Elaborations
Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088)	• using appropriate terms and concepts such as jurisdictions, parliamentary majority and mandate
	• using digital technologies to present an evidence-based argument for persuading an audience to a point of view
Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)	• considering Australian, regional and global futures and how students might contribute as active and informed citizens
	• considering how digital technologies enables them to engage with a global community

Year 9 Achievement Standard

By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.

When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.

Year 10

The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

Year 10 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region (ACHCK090) ⫶ ⚇ ⋀⋀	• categorising the key features of Australia's system of government (for example, democratic elections and the separation of powers) and comparing and contrasting these to the key features found in another country in the Asia region, such as Japan, India or Indonesia ▤ ⚇ ⫶ ⚇ ⋀⋀ • interviewing people with connections to a country in the Asia region to compare the values they associate with the system of government in that country with those of Australia ▤ ⚇ ⚇ ⫶ ⚇ ⋀⋀
The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091) ⫶	• exploring the types of participation that Australia has in the Asia region and internationally (for example, exchange programs, peacekeeping, election monitoring, health programs, disaster management) ▤ ⚇ ⚇ ⫶ ⋀⋀ • investigating Australia's involvement with the United Nations (for example, representation in the organisation and adherence to conventions and declarations that Australia has ratified) ▤ ⚇ ⫶
Laws and citizens	**Elaborations**

The role of the High Court, including in interpreting the Constitution (ACHCK092)	• examining the jurisdiction of the High Court • exploring an example of a High Court judgement in interpreting and applying Australian law, such as the Mabo decision or the construction of the Hindmarsh Island Bridge
How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093)	• listing some of the international agreements Australia has ratified and identifying examples of how each one might shape government policies and laws (for example, the protection of World Heritage areas) • researching the International Convention on the Elimination of All Forms of Racial Discrimination, Convention on the Rights of the Child, and the Declaration on the Rights of Indigenous Peoples • identifying how international conventions and declarations have shaped Australian government policies with regard to Aboriginal and Torres Strait Islander Peoples • recognising that the obligations in international treaties only take domestic effect in Australia if they are implemented by statute, whether by the Commonwealth or state parliaments
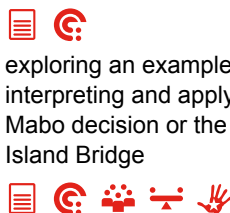
Citizenship, diversity and identity	Elaborations
The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)	• exploring the concept of 'cohesive society' using examples from contemporary events in Australia or in other countries to identify factors that support cohesiveness • considering threats to Australian democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness • identifying the safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law • investigating processes by which individuals and groups resolve differences in Australian communities (for example, negotiation, mediation and reconciliation)

Civics and Citizenship Skills

Questioning and research	Elaborations
Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS095)	• developing and evaluating a set of questions that provide a comprehensive framework for research (for example, in relation to how systems of government might differ and how democratic they are)
Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096)	• conducting an opinion poll using information technologies and analysing the results • referencing a range of sources using an appropriate referencing system

Analysis, synthesis and interpretation	Elaborations
Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097)	• developing and using criteria to evaluate the suitability of data in an investigation about Australia's international involvements • critically analysing published material relevant to civics and citizenship topics and issues to assess reliability and purpose (for example, NGO fundraising material or a government information campaign)
Account for different interpretations and points of view (ACHCS098)	• identifying the values, motivations and contexts which underpin different interpretations about civics and citizenship topics and issues • developing an evidence-based argument that includes a rebuttal of an alternative point of view (for example, about Australia's commitment to its international legal obligations)

Problem-solving and decision-making	Elaborations
Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS099)	• identifying civics and citizenship topics and issues that may involve dissent, uncertainty or be open to interpretation and debate (for example, international views on whaling and money laundering) • using skills associated with the negotiation process (seeking to understand other views, applying reason and logic, building on common ground, isolating areas of difficulty, and recording agreements reached)

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100)	• developing a plan for action that takes into account challenges, opportunities, risks and strategies to respond to a civics and citizenship issue
	• using democratic processes to decide on criteria that can be used to evaluate plans for action to addresses a civics and citizenship issue
Communication and reflection	**Elaborations**
Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101)	• using appropriate terms and concepts such as conventions, international law, cohesive society and global citizen
	• using a range of relevant evidence to persuade an audience to a point of view about how to sustain a resilient democracy
Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)	• considering and identifying the qualities of a citizen in a contemporary, successful democracy
	• discussing the implications of living in an interconnected world and what this could mean for active and informed citizenship

7–10 Civics and Citizenship

Year 10 Achievement Standard

By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies.

When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts, subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts.

7–10 Civics and Citizenship

Glossary

absolute majority

The minimum number of votes required, which is more than half of all votes, that is, 50 per cent plus one, to make a democratic decision by a group.

active citizenship

Engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels. It contrasts with 'passive citizenship' where *citizens* participate only minimally to meet their basic individual responsibilities including voting and paying taxes.

Australian democracy

A system of government grounded in liberal democratic values and a belief in civic engagement. It includes a written *constitution*, a well-established representative parliamentary process based on the *Westminster system,* and a *constitutional monarch*.

Australian Government, the

The national government of the Commonwealth of Australia, which is also known as the federal government or the Commonwealth Government. It was established by the *Commonwealth of Australia Constitution Act* at the time of Federation.

burden of proof

An obligation to prove what is alleged. In criminal cases, this obligation rests on prosecution, which must prove its case beyond reasonable doubt. In civil cases, it rests on a plaintiff, who must prove his or her case on the balance of probabilities. Sometimes, however, this burden shifts, for example, where a defendant raises particular defences.

Cabinet, the

The *Cabinet* consists of the most senior ministers, including the Prime Minister. The *Cabinet*'s role is to make major policy decisions, including decisions about spending, appointments and introducing legislation.

citizen

A person who holds *citizenship* of a polity, such as a country, and who is a member of a political community that grants certain rights and privileges to its citizens, and in return expects them to act responsibly such as to obey their country's *laws*. Also see *global citizens*.

citizenship

A legal status granted by birth or naturalisation to *citizens* involving certain *rights* (for example, protection; passport; voting) *and responsibilities* (for example, obey the *law*, vote, defend the country). A modern sense incorporates three components: civil (*rights and responsibilities*); political (participation and representation); and social (social virtues and community involvement).

civic life

A participation one has within a community or communities as distinct from private and family life.

civics

A identifiable body of knowledge, skills and understandings relating to the organisation and working of society. It refers to a nation's political and social heritage, democratic processes, government, public administration and legal system.

civil society organisation

A *non-government organisation (NGO)* in public life, which expresses interests and values of its members. NGOs or *civil society organisations* are considered important to sustaining healthy democracies as they build social capital.

'Civil society' is also frequently used to refer to a society where civility is common in *citizen* behaviour and public discourse.

civility

Habits of people that display courtesy, politeness and formal regard for others. These behaviours contribute to society's effective functioning.

common good

A term that is popularly understood as sharing of resources among a community for the benefit of that community as a whole. The *common good* is often seen as a utilitarian ideal representing the greatest possible good for the greatest possible number of individuals as opposed to the private good for individuals or sections of society.

common law

A body of English *law* traditionally based on custom and court decisions. Also known as case law or precedent, it is law developed by judges through decisions of earlier courts and an understanding of current context. Also see *statute (statutory law)*.

constitution

A set of fundamental principles on which a state or other organisation (such as a club) is governed. Usually, this takes the form of a written legal document setting out specific powers for a government or governing of that entity.

constitutional monarchy

A form of monarchy in which a monarch acts as a country's head of state according to *law* as required by the *constitution* and that in exercising his or her discretionary powers, the monarch as head of state acts on advice of responsible ministers, excluding exceptional circumstances.

conventions

Unwritten rules of political procedure based on traditional, established practices that are widely accepted. Australia's political system has adopted many of the unwritten conventions of the British *Westminster system*. Conventions may defy the *Constitution*; for example, the procedure for the appointment of Australia's *Governor-General*.

customary law

Acknowledged behaviour by individuals and groups, which recognise benefits of behaving in accordance with other individuals' expectations and customs. In the Australian Curriculum, this refers to the customary *law* of Aboriginal and Torres Strait Islander Peoples; however, in Australia, customary *law* is subject to constitutional and common *law*. Also see *common law* and *statute (statutory law)*.

democracy

A system of government where power is vested in the people, who may exercise it directly or through elected representatives, and who may remove and replace their political leaders and government in free and fair regular elections.

direct action

People participating in person and directly on issues they seek to change, within the bounds of the *law*.

disposition

An intention to act or behave in a way that is influenced by knowledge, skills and values acquired as a *citizen*.

division of powers

Vesting of powers within different levels of government. Under the Australian *Constitution*, the Commonwealth Government was vested with specific powers while the states retained general powers. In practice, the distribution of powers has become increasingly centralised over time.

electors

People who have the right to participate in an election and chose to do so.

executive

Also known as the Crown or the government. An institution that develops and implements policies and administers the *law* in Australia. It comprises the *Governor-General* (or Governor at the state level), the *ministry* and the public service.

Executive Council

A constitutional mechanism for providing ministerial advice to the *Governor-General*. The *Executive Council*, which is comprised of ministers and presided over by the *Governor-General* (or Governor, at the state level) meets to advise the *Governor-General* or Governor to approve decisions that have been made by *Cabinet*. Once approved, decisions are given effect by the public service.

federalism

A principle of government, which defines a relationship between the central government at the national level and its constituent units at the regional, state or local levels. In Australia, federalism is the *division of powers* between the federal government and the states and territories.

global citizen

A person who understands their *rights and responsibilities* at a global level; that is, one's *identity* transcends geography or political borders, and *rights and responsibilities* are derived from being human. However, these *rights and responsibilities* do not have legal authority or sanctions of those conferred by a nation.

governance

A process and rules by which decisions are made and implemented within entities such as national and state governments, corporations and other organisations.

Governor-General

A representative of a monarch at the federal level in Australia. The *Governor-General* exercises most of the monarch's powers in relation to Australia at the federal level, while state governors exercise those powers with respect to the Australian states. Other powers are conferred upon the *Governor-General* by the *Constitution* and *statutes*. In exercising his or her powers, the *Governor-General* is bound by convention to act on an advice of his or her responsible ministers, except in relation to matters such as appointment and dismissal of the Prime Minister.

human rights

Rights that come from being human. That is, the basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the *law*.

identity

A person's conception and expression of their individuality or association with a group. In this curriculum, *identity* refers to a person's sense of belonging to a group, culture or to a state or nation, a region or the world. It is a feeling one shares with a group of people, regardless of one's *citizenship* status.

law

A system of rules that a particular country or community recognises as regulating the actions of its members and which it may enforce by an imposition of penalties and sanctions.

liberal democracy

An approach to political arrangements and a set of values that a political system should combine majority rule by the people with the protection of the political, legal and social rights of individuals and minority groups.

mandate

A political doctrine that derives its meaning from political philosophy, political behaviour and political morality, not from *constitutions* or other *laws*. It concerns the implied approval to act in a particular way on a public issue given by the electorate to its representative or government.

media

Forms of communication between a source and receivers including television, radio, print media and the internet, as well as forms of social media. The term usually refers to mass media and the ability of media to inform and influence people. *Media* are key players in democracies where *citizens* need to be informed, influenced and open to a diversity of views.

ministry

A *ministry* consists of all those members of parliament chosen by the Prime Minister to serve as members of the *executive* arm of government and to administer government departments.

multicultural

A preservation of different cultures or cultural identities within a unified society such as a state or nation.

multi-faith

A society or organisation characterised by support for, or free activity of, religions, within the bounds of the *law*.

non-government organisation (NGO)

A group that is organised at a local, national or international level around a common interest and on a non-profit, voluntary basis. NGOs mostly operate independently of a government, but may be funded by a government and still maintain their independence.

parliamentary democracy

A system of government in which *executive* is formed from, and responsible to, a parliament, and a head of government (for example, the Prime Minister) is different from a head of state (for example, the Queen).

preferential voting

A system of *voting* to rank candidates in order of preference. It is necessary for a winning candidate to achieve an *absolute majority* (50 per cent plus one). If no candidate achieves an absolute majority, a candidate with the fewest number of first preferences is excluded from the count, and his or her votes are distributed among the remaining candidates according to second preferences. This process is continued until one candidate achieves an *absolute majority*. It is the dominant form of *voting* in Australian politics (as compared with simple majority systems of *voting*).

proportional representation

A representation of parties, groups or individuals in a legislature in proportion to a number of votes they receive in an election. In Australia, *proportional representation* describes the way candidates are elected in multi-member electorates such as the Senate.

referendum

A principle or practice of referring measures proposed or passed by a legislative body to a vote of electorate for approval or rejection. In Australia, a *referendum* is a vote of the Australian *electors* on a proposed change to the *Constitution* by the Commonwealth Parliament that must be approved by a majority of the aggregate of all voters from each state and territory, and also by a majority of voters in a majority (four) of the six states.

representative democracy

A system of government in which *electors* choose representatives to a parliament to make *laws* on their behalf.

rights and responsibilities

Entitlements and obligations that are associated with living in Australia. *Rights and responsibilities* are a cornerstone of modern democracies. While all people in Australia enjoy certain rights (for example, freedom of speech), there are also responsibilities (for example, paying taxes, jury service). *Citizens* also have the right to vote and the responsibility of *voting* at elections.

rule

A requirement to behave in a particular way; a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity, for example, school *rules*, rules of cricket. Rules are usually developed and set by people who have the power and authority to create and enforce them.

rule of law

A legal principle that decisions by government are made according to established principles and that all *citizens* are subject to the *law* and equal before the *law*. Embedded within the rule of *law* is the idea that people accept and follow, but also change as needed, *laws* as agreed by a political process and upheld by independent courts.

secular

Relating to worldly rather than religion; things that are not regarded as religious, spiritual or sacred. For example, a secular society is one governed by people's *laws* through parliament rather than by religious *laws*.

separation of powers

A doctrine that the three arms of government – the *executive*, the legislature (parliament) and the judiciary – are separate and independent, with powers that act as a check and balance on each other. In Australia, the separation between the *executive* and the legislature is weak because the *executive* is drawn from the legislature, but the separation between the judiciary and the other two arms of government is strong and is enforced by courts.

social sustainability

An idea that current generations promote social inclusion, cohesion and accountability so that future generations should be able to have the same or greater access to social resources as the current generations.

statute (statutory law)

In Australia, a *statute* is a written *law*, also known as an act of parliament or legislation, which commences as a bill, is passed by the parliament and has received royal assent (by the *Governor-General* or a governor, or, in very rare cases, directly by the monarch). A *statute* may commence upon royal assent, or a specified date, or upon a date declared in a proclamation. Also see *common law*.

voting

A means of formally expressing opinion or choice on an issue or electing a representative. The term is frequently understood in relation to government as a formal expression of preference for a candidate for office or for a proposed resolution of an issue within a parliament.

Westminster system

A system of parliamentary government, also known as responsible government, which evolved in England and was adopted in its colonies, including Australia. It is based on the principle that the *executive* government is responsible to the people through the parliament. The *executive* government is formed by those who command the support of the lower House of Parliament. Ministers, including the Prime Minister, are members of a House of Parliament and are accountable to it. There is a separate, largely ceremonial, head of state, an independent public service and an independent judiciary that applies the *rule of law*.

The Australian Curriculum
Humanities and Social Sciences - 7–10 Economics and Business

7–10 Economics and Business

Overview

Rationale

As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who can make informed decisions and actively participate in society and the economy as individuals and more broadly as global citizens. Young Australians will also face a number of social, economic and moral challenges in their lifetimes that will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills that will empower them in the face of such challenges.

The Australian Curriculum: Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

Economics and business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently. Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

Aims

The Australian Curriculum: Economics and Business aims to aims to ensure students develop:

- enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- reasoning and interpretation skills to apply economics and business concepts to make informed decisions
- understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- understandings that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens.

Structure

The Australian Curriculum: Economics and Business is organised in two related strands: economics and business knowledge and understanding, and economics and business inquiry and skills.

In both these strands, the study of economics and business issues, events and business case studies form an integral component of the curriculum. A focus on contemporary issues, events and business case studies stimulates student interest and curiosity. The content is intended to be taught through a relevant context, which will help students make the connections between what they are learning in class and events or issues that are happening in their local area, Australia and the world.

Both strands also focus on developing enterprising behaviours and capabilities. Through the study of economics and business, students will develop their understanding of the importance and role of enterprising behaviours and capabilities at an individual and business level. Enterprising behaviours and capabilities refer to the suite of skills, attributes and behaviours that allow individuals to engage in and contribute to the economic wellbeing of society. Broadly, they encourage students to be adaptable, demonstrate initiative, solve problems and take on leadership roles in all aspects of life.

Economics and business knowledge and understanding strand

Economics and business knowledge refers to the facts, principles, theories and models developed in economics and business. Economics and business understanding is the ability to see the relationships between concepts and the interdependence of sectors of the economy.

The economics and business knowledge and understanding strand comprises four key organising ideas: resource allocation and making choices; the business environment; consumer and financial literacy; and work and work futures.

Resource allocation and making choices focuses on the process of using available, limited resources for competing alternative uses that satisfy society's increasing needs and wants. As every need and want cannot be satisfied with available resources, choices must be made about how resources are allocated most effectively, based on the actions of consumers, producers and governments.

The business environment examines the ways businesses operate at many levels, and the ways they respond to opportunities and changing circumstances and conditions. As businesses operate in markets, the decisions they make have social, economic and environmental consequences.

Consumer and financial literacy explores the role of making responsible and informed decisions about consumer issues and managing money and assets, and how these decisions affect the individual's and the community's quality of life, sense of security and awareness of future options.

Work and work futures focuses on work, definitions of work, the work environment and the contribution of work to individual and collective wellbeing. It explores the factors that influence the work environment now and into the future and the rights and responsibilities of participants in the work environment.

Economics and business inquiry and skills strand

The economics and business inquiry and skills strand focuses on the skills of questioning and research; interpretation and analysis; economic reasoning, decision-making and application; and communication and reflection.

Questioning and research involves students asking questions about a contemporary issue or event and planning and conducting investigations. Students gather information and data from a range of sources to investigate the issue or event.

Interpretation and analysis engages students in transforming and critically examining information and data and accounting for different perspectives.

Economic reasoning, decision-making and application involves students making informed decisions using economic reasoning and applying economics and business knowledge, skills and concepts to familiar and new situations.

In communication and reflection, students present findings, arguments and evidence-based conclusions using subject-specific language, concepts and conventions and reflect on the intended and unintended consequences of decisions.

Economics and business inquiry and skills are described in bands of schooling at two-year intervals.

Relationship between the strands

The two strands are integral to the development of a teaching and learning program. The economics and business knowledge and understanding strand provides the content focus through which particular skills are to be developed. It is developed year by year.

Contemporary economic and/or business events, issues and case studies are used to provide the context for learning knowledge and understanding and the development of skills.

Key inquiry questions

Each year level includes key questions which provide a guiding framework for developing students' economics and business knowledge, understanding and skills of inquiry.

PDF documents

Resources and support materials for the Australian Curriculum: Economics and Business are available as PDF documents.

Economics and Business: Sequence of content 7-10

Economics and Business: Sequence of achievement 7-10

Year 7

The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover appropriate contexts and meet the needs of their students.

Key inquiry questions

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist and in what other ways can people derive an income?

Year 7 Content Descriptions

Economics and Business Knowledge and Understanding

The ways consumers and producers interact and respond to each other in the market (ACHEK017)	• investigating how consumers rely on businesses to meet their needs and wants
	• examining how businesses respond to the demands of consumers (for example, preference for healthy options, environmentally friendly packaging or organic food)
	• exploring why businesses might set a certain price for a product (for example, because that's what they think consumers will pay) and how they might adjust the price according to demand
	• considering how consumers might influence producers in other countries, such as those in the Asia region, to provide goods and services
	• investigating the role and interactions of consumers and producers in the market (for example, using a simple circular flow of income model, demand, supply, price mechanism)
Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018)	• identifying ways short- and long-term personal financial objectives can be achieved, for example through developing a budget and having a savings plan
	• explaining the need for setting short- and long-term personal financial objectives and prioritising personal financial responsibilities and needs over wants
	• explaining how financial records such as income statements, balance sheets, budgets and cash flow statements inform business decision-making
	• exploring ways that businesses manage finances and plan in the short- and long-term to achieve organisational and financial objectives (for example, by developing a business plan or borrowing to invest in the business)
Characteristics of entrepreneurs and successful businesses (ACHEK019)	• investigating successful entrepreneurs and identifying the behaviours and skills that they bring to their business (for example, seeing and taking advantage of an opportunity, establishing a shared vision; demonstrating initiative, innovation and enterprise)
	• observing local businesses to identify factors that contribute to their success (for example, location, quality of service, a high-quality product, sound management practices)

Why individuals work, types of work and how people derive an income (ACHEK020)	• investigating the contribution that work can make to an individual (for example, earning an income, contributing to an individual's self-esteem, contributing to the community, material and non-material living standards and happiness)
	• exploring different types of work such as full-time, part-time, casual, at home, paid, unpaid, unrecognised, volunteer
	• investigating alternative sources of income such as through owning a business, being a shareholder, providing a rental service
	• discussing the ways people who have retired from employment earn an income (for example, age pension, superannuation and private savings)

Economics and Business Skills

Questioning and research	Elaborations
Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021)	• developing questions to form the basis of an economic or business investigation (for example, 'Why do people work?', 'Why is it important to plan ways to achieve personal financial objectives?', 'Why are consumers and producers reliant on each other?', 'How can a business achieve success in the market?')
	• identifying the steps needed for an investigation and the resources needed
Gather relevant data and information from a range of digital, online and print sources (ACHES022)	• identifying sources of data and information (for example, Australian Bureau of Statistics for information on types of employment (full-time, part-time, casual))

Interpretation and analysis	Elaborations
Interpret data and information displayed in different formats to identify relationships and trends (ACHES023)	• interpreting tables, charts and graphs containing economic or business data to identify trends (for example, to answer the question: 'To what extent has the number of people in casual work increased?')
	• using data to make predictions about future trends (for example, the trend of shopping online, trends in working hours or how people work)

Economic reasoning, decision-making and application	Elaborations

Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES024)	• examining the trade-offs involved in making choices about how to earn an income (for example, working as an employee or owning your own business)
	• identifying the costs and benefits associated with alternatives (for example, the costs and benefits of being an employee compared with being a business owner)
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)	• creating simple budgets to achieve specific financial goals and using digital and online tools to keep financial records in a 'real-life' context
	• applying enterprising behaviours to a class activity (for example, by taking on a leadership role in a project, establishing goals, accepting responsibility, and negotiating and working with others during the investigation)
	• identifying links between entrepreneurial behaviour and successful businesses

Communication and reflection	Elaborations
Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026)	• communicating findings in different formats such as graphs, tables, spreadsheets, visual displays and reports
	• using economics and business terms when presenting conclusions such as market, workforce, income, financial objectives, entrepreneurial behaviours and skills, costs and benefits
	• discussing the consequences of an economic or business decision, and reflecting on the effect of alternative actions

Year 7 Achievement Standard

By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.

When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.

Year 8

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover appropriate contexts and meet the needs of their students.

Key inquiry questions

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

Year 8 Content Descriptions

Economics and Business Knowledge and Understanding

The ways markets in Australia operate to enable the distribution of resources, and why they may be influenced by government (ACHEK027)	• identifying who is involved in the market system in Australia and explaining how the market operates through the interactions of the participants (for example, household, business, finance, and government sectors)
	• identifying different types of markets that operate in Australia such as retail markets, labour markets, financial markets, stock markets
	• explaining how the interaction between buyers and sellers influences prices and how markets enable the distribution and allocation of resources (that is, how do businesses answer the questions of what to produce, how to produce and for whom to produce?)
	• identifying examples of government involvement in the market through reallocation of resources, regulation of economic activity or redistribution of income (for example, providing some types of goods and services not being provided sufficiently by the market, such as health care)
	• identifying reasons government intervenes in the market (for example, to improve economic performance and remedy market failure)
The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets (ACHEK028)	• exploring traditional practices that enabled fast and expansive exchange in technology, ideas and rare and valuable goods within and between Aboriginal and Torres Strait Islander communities (for example, through trade, songlines and ceremony), and how this reinforced personal and group relationships
	• recognising that Aboriginal and Torres Strait Islander communities participate in contemporary markets (for example, employment, social contribution) and identifying the barriers to access to contemporary markets (for example, distance, poverty)
	• investigating the innovative ways Aboriginal and Torres Strait Islander Peoples utilise their cultural knowledge in contemporary contexts in enterprising ways (for example, cultural tourism and other business ventures that harness traditional knowledge of art, medicines and food derived from the environment)

The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making (ACHEK029)	• distinguishing the difference between rights and responsibilities and creating a list of the rights and responsibilities of consumers and businesses • investigating the ways the rights of consumers are protected through the law (for example, warranties, cooling off periods) • identifying examples of how businesses are required by government to protect the safety of consumers (for example, mandatory and voluntary standards, product safety recalls) • discussing different financial and economic decisions that consumers and businesses make
Types of businesses and the ways that businesses respond to opportunities in Australia (ACHEK030)	• comparing different forms of business ownership (for example, sole proprietorship, partnership, corporation, cooperative, franchise) • explaining why a person or group of people would choose to establish one type of business rather than another • exploring different external factors that influence business opportunities, such as government and government policy, competitors in the market, demographics, technological innovations in production processes and product design, economic conditions, globalisation, and changing social attitudes and trends of the target market • identifying examples of the different ways businesses respond to opportunities in the market (for example, developing a new product to satisfy demand, changing the way they deliver their products or services to consumers) • exploring different internal factors that influence business opportunities, such as the product, location, resources, management and business culture including ability to be adaptable and demonstrate enterprising behaviours and skills

Influences on the ways people work and factors that might affect work in the future (ACHEK031)	• investigating present influences on the ways people work, such as technological change, outsourced labour in the global economy, rapid communication changes, casualisation of the workforce
	• identifying changes to the workforce over time, such as the jobs available, the way individuals or communities value particular work, career length and human resource development, changing demography, corporate social responsibility and sustainability practices, changes to workplace laws
	• predicting changes to work in the future and possible outcomes (for example, 'What could be the effect of a changing attitude to work–life balance or the decline of some industries?')

Economics and Business Skills

Questioning and research	Elaborations
Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES032)	• developing targeted questions to form the basis of an investigation of an economic or business issue or event (for example, 'How are the prices of products determined through the interaction of participants in the market?', 'How should a business respond to an opportunity in the Australian market?', 'How are consumers' rights and responsibilities protected when they make purchasing decisions?')
	• devising the steps needed for an investigation and modifying as required
Gather relevant data and information from a range of digital, online and print sources (ACHES033)	• organising and categorising data and/or information (for example, constructing a table showing the differences between types of businesses)
	• accessing reliable information (for example, from departments of fair trading) to access advice on the rights and responsibilities of consumers and businesses, or finding information on strategies to resolve consumer and business disputes

Interpretation and analysis	Elaborations
Interpret data and information displayed in different formats to identify relationships and trends (ACHES034)	• interpreting data in tables, charts and graphs to identify relationships (for example, correlations between the location of groups and access to work opportunities)

Economic reasoning, decision-making and application	Elaborations
Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES035)	• identifying opportunities in the market for a business and proposing alternative ways to take advantage of these • undertaking a cost-benefit analysis of alternative ways for a business to respond to opportunities in the market and making a decision about which one to recommend • exploring an Aboriginal or Torres Strait Islander business or enterprise, analysing how it has responded to an issue or opportunity, and applying a cost-benefit analysis
Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036)	• applying informed decision-making skills to familiar and new situations (for example, helping the family decide what products they need to purchase during the week) • applying enterprising behaviours to everyday activities (for example, by taking on a leadership role in a project, accepting responsibility for decisions made, or setting a goal for the week and developing a plan to achieve it) • demonstrating an understanding of their rights as consumers when buying an item or returning it to the store

Communication and reflection	Elaborations
Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES037)	• constructing appropriate displays of information and data to show trends and relationships (for example, preparing a data show which includes visual displays including graphs and charts as well as text to present findings and conclusions) • developing different presentations for different audiences such as peers, businesses or the public, and for different purposes (for example, to persuade or inform) • using economics and business terms and concepts such as interdependence, market economy, market system, price setting, outsourcing, business ownership, rights and responsibilities • discussing and reflecting on the consequences of a proposed action, and those of the alternative actions

Year 8 Achievement Standard

By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.

When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.

Year 9

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of their students.

Key inquiry questions

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- What are the responsibilities of participants in the workplace and why are these important?

Year 9 Content Descriptions

Economics and Business Knowledge and Understanding

Australia as a trading nation and its place within the rising economies of Asia and broader global economy (ACHEK038)	• identifying participants in the open Australian economy including household, business, finance, government and foreign sectors
	• explaining the objectives of the Australian economy to satisfy needs and wants through the production and distribution of goods and services
	• identifying Australia's major trading partners in the Asia region and the items of trade
	• explaining the impact of global events on the Australian economy and its trade and investment relations with other countries (for example, a natural disaster in a country of the Asia region)
	• identifying examples of global events that impact on economic activity (for example, environmental, financial, economic, political, technological, social, cultural, sporting events)
Why and how participants in the global economy are dependent on each other (ACHEK039)	• exploring Australia's interdependence with other economies and brainstorming the ways that consumers, producers, workers and governments interact with other economies
	• locating a range of products in the local shopping centre that were produced overseas, and proposing reasons why they were not produced in Australia (for example, comparative advantage and gains from specialisation and trade)
	• examining the implications of participating in an interdependent global economy for consumers, workers, businesses and government (for example, mapping the global supply chain for a product to identify the advantages and disadvantages for participants in the chain)
	• investigating the activities of transnational corporations in supply chains and global business activities

Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040)	• explaining the role of banks and other deposit-taking institutions (for example, credit unions or building societies, in collecting deposits, pooling savings and lending them to individuals and business)
	• identifying financial risks such as scams and identity theft
	• investigating different types of investment that enable people to accumulate savings for the future (for example, shares, term deposits, managed funds)
	• debating the difference between good and bad debt, how to manage debt, the risks of over-indebtedness, and the importance of having a savings buffer
	• identifying ways consumers can protect themselves from risks (for example, through setting financial goals, insurances, savings, investments, diversification, scam avoidance and superannuation)
	• explaining the financial landscape of Australia and overseas and the forces that shape and affect the financial industry (for example, financial deregulations, technological changes, economic and business activities, consumer and business sentiment about the financial landscape)
The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041)	• identifying the reasons businesses seek to build or create a competitive advantage (for example, to meet the changing demands of a competitive global market and improve their profit margins)
	• investigating the different strategies businesses use to create competitive advantage (for example, research and development, offering a lower-cost product, or by implementing efficient internal operations strategies)
	• discussing whether the adoption of strategies based around corporate social responsibility can increase the competitive advantage of businesses
	• exploring emerging techniques businesses can use to gain an advantage, such as blended marketing, open innovation and use of social media

The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042)

- identifying the responsibilities of various participants in a particular workplace (for example, employers, employees, industrial organisations or state, territory and Commonwealth governments)

- examining changes to the roles of employees in the workplace (for example, the increasing encouragement for workers to show initiative or act as intrapreneurs)

- identifying employer responsibilities to workers and the government (for example, superannuation, paid parental leave, income tax, company tax or the Goods and Services Tax (GST))

- discussing the responsibilities of government in improving the conditions of workers (for example, work health and safety, equal employment opportunity, anti-discrimination laws)

Economics and Business Skills

Questioning and research	Elaborations
Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043)	• establishing questions and/or hypotheses to form the basis of an investigation into a selected issue or event (for example, by asking questions about why it is increasingly important for businesses to seek a competitive advantage or establishing a hypothesis such as: 'The export of locally made products will greatly benefit the local community') • devising the steps needed for an investigation and modifying the questions and the plan to respond to changing circumstances • generating ideas about possible class or school projects and collaboratively developing a plan to guide the project

Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044)	• collecting relevant data and information (for example, researching the current Australian and global financial landscape or ways to manage financial risks and rewards)
	• using strategies to determine the reliability of information collected (for example, taking into account the author, purpose, audience, medium)
	• explaining assumptions or missing information in sources that may affect the reliability of an opinion about the issue

Interpretation and analysis	Elaborations
Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045)	• organising the data and information collected into a form that shows the different perspectives around an issue/event (for example, the impact of global events on participants in the Australian economy)
	• using data to make predictions about future trends (for example, the way businesses operate in the global economy or trends in Australia's trade with countries of the Asia region)

Economic reasoning, decision-making and application	Elaborations
Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046)	• identifying and comparing possible alternatives to address a problem such as how to manage over-indebtedness
	• evaluating the costs and benefits of a range of alternatives such as strategies for a business seeking to remain competitive in the global market
	• using a range of criteria (social, economic, environmental) to select and justify a preferred option
Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047)	• applying enterprising behaviours to class and everyday activities (for example, by taking on a leadership role in a project, establishing goals that are meaningful and realistic, accepting responsibility)
	• applying different strategies for mitigating risks, such as using procedures for safe and secure online banking and shopping (for example, checking bank/credit card statements; using credible, secure websites)

Communication and reflection	Elaborations

Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048)

- representing data in different forms such as charts, tables and graphs, maps or models to communicate findings

- developing texts for different audiences such as peers, businesses, the public, and for different purposes (for example, to persuade or inform)

- using economics and business terms and concepts such as interdependence, trade, comparative advantage, globalisation, supply chain, insurance, savings buffer, intrapreneur, competitive advantage, costs, benefits

Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)

- discussing and reflecting on the outcomes of a decision and identifying those that were intended or unintended

Year 9 Achievement Standard

By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.

Year 10

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of their students.

Key inquiry questions

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- How is the performance of an economy measured?
- Why do variations in economic performance in different economies exist?
- What strategies do governments use to manage economic performance?
- How do governments, businesses and individuals respond to changing economic conditions?

Year 10 Content Descriptions

Economics and Business Knowledge and Understanding

Indicators of economic performance and how Australia's economy is performing (ACHEK050)	- identifying indicators of economic performance such as economic growth rates, unemployment trends, inflation rates, sustainability indexes
	- investigating the performance of the Australian economy using key indicators and explaining fluctuations using phases of the business cycle

The links between economic performance and living standards, and how and why variations exist within and between economies (ACHEK051)	- defining 'living standards' and explaining its relationship to economic performance - exploring the factors that can explain the variations in economic performance within or between economies (for example, high levels of foreign ownership, employment rates, levels of debt) - investigating economic performance and living standards and discussing how they can mean different things to different people and countries - investigating the ways living standards can be measured (for example, gross domestic product (GDP), Human Development Index (HDI) or total quality of life index) - investigating the ways in which income and wealth are distributed in the economy, using measures such as an income distribution histogram, the Lorenz curve or the Gini coefficient
The ways that governments manage economic performance to improve living standards (ACHEK052)	- identifying examples of fiscal and monetary policy options designed to improve the standard of living, such as productivity policy, training and workforce development, taxation, work visas, migration, buying or selling government securities - identifying examples of government intervention that aim to redistribute income (for example, pensions, youth allowance and job search), and goods and services such as health care and education - investigating how Australia supports economic growth in the Asia region through participating in the Asia-Pacific Economic Cooperation (APEC) forum - explaining the impact of minimum wage, government payments, taxation and government-funded services on living standards - identifying examples of externalities (that is, costs or benefits associated with the production or consumption of goods and/or services that affect the wellbeing of third parties or society more generally) and exploring the ways governments can influence or regulate these impacts to ensure prices reflect external costs

Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053)	• identifying and explaining factors that influence major consumer decisions (for example, price, availability and cost of finance, marketing of products, age and gender of consumer, convenience, ethical and environmental considerations)
	• evaluating the outcomes of buying (for example, a car, using criteria such as the effect of loan repayments on disposable income, depreciation, maintenance and insurance costs compared with the benefits of independence, convenience and social status)
	• identifying the difference between minor and major consumer and financial decisions and listing examples of each
The ways businesses respond to changing economic conditions and improve productivity through organisational management and workforce management (ACHEK054)	• describing ways in which businesses can improve productivity (for example, training, capital investment, investment in applications of technology, use of just-in-time inventory systems)
	• exploring ways businesses structure their working environment to provide flexible, efficient approaches (for example, horizontal (flat) or vertical (tall) organisational structures)
	• exploring the use of technology and the extent to which it has driven and allowed innovative responses by business
	• exploring the reasons for triple bottom line business planning and the possible implications for employees, competitors and the broader economy
	• identifying ethical and unethical workplace practices and investigating the impact of these practices on individuals
	• investigating ways that businesses have responded to improving economic conditions (for example, increasing their research and development funding to create innovative products, adjusting marketing strategies to expand their market share, upskilling their workforce to improve productivity)

Economics and Business Skills

Questioning and research	Elaborations

Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES055)	• establishing questions to form the basis of an economic or business investigation into an issue or event, such as 'Why do standards of living differ within an economy?', or formulating a hypothesis such as 'Responding to an upswing in the economy with expansionary measures will improve business productivity'
	• devising the steps needed for an investigation, and evaluating and modifying the plan or adjusting the research focus as appropriate
Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES056)	• collecting data and information from a variety of sources relevant to the issue or event being investigated
	• representing data and information in a format to aid interpretation and analysis (for example, providing a timeline of events and/or providing a graph showing changes in data)
	• determining the source and reliability of data and information and explaining assumptions or missing information in sources that may affect reliability

Interpretation and analysis	Elaborations
Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES057)	• categorising and interpreting data and information collected into a form that shows multiple perspectives around an issue/event
	• interpreting a range of measures of economic performance and standards of living to identify differences within and between economies
	• explaining relationships identified in data (for example, the relationship between standards of living, infant mortality and access to health services)
	• analysing information to make informed choices (for example, when purchasing goods and services)

Economic reasoning, decision-making and application	Elaborations

Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES058)	• deciding on a potential major purchase (for example, a car, investigating options, calculating the costs of different purchasing methods and estimating the long-term costs and benefits of owning the asset and repaying the debt) • examining the trade-offs businesses may need to consider when determining methods to improve their productivity (for example, employing more staff compared with upskilling existing staff)
Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES059)	• evaluating different types of loans to estimate the short- and long-term financial implications of each • applying enterprising behaviours to a class or independent activity (for example, by showing initiative and leadership, establishing goals that are meaningful and realistic, accepting responsibility) • using appropriate indicators of economic performance to explain variations across economies

Communication and reflection	Elaborations
Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES060)	• using economics and business terms and concepts such as indicators, economic performance, business cycle, organisational structure, workforce management, interest rates • communicating findings of the investigation in appropriate formats (for example, web pages, financial statements, spreadsheets, graphs and reports) • developing texts for different audiences such as peers, businesses, the public, a business manager/entrepreneur, and for different purposes (for example, to persuade or inform)
Reflect on the intended and unintended consequences of economic and business decisions (ACHES061)	• discussing the outcomes of a decision, identifying those that were intended and unintended and reflecting on strategies that may address the unintended consequences

Year 10 Achievement Standard

By the end of Year 10, students explain why and how governments manage economic performance to improve living standards. They give explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses respond to changing economic conditions and improve productivity. Students evaluate the effect of organisational and workforce management on business performance.

When researching, students develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students generate alternative responses to an issue, taking into account multiple perspectives. They use cost-benefit analysis and appropriate criteria to propose and justify a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts, subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

Glossary

absolute advantage

A country is said to have an *absolute advantage* when it can produce *goods* and services more efficiently than another country with the same set of *resources*.

basic standard of living

A *standard of living* adequate for the health and *wellbeing* of a person and his/her family, including food, clothing, housing, medical care, necessary social services, the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his/her control, special care for mothers and children, and social protection for all children.

business

An organisation, *enterprise* or business engaged in production and trade of *goods* or services, usually for profit.

business activity

All activity associated with production and trade of *goods* and services by a *business*.

business cycle

Alternate but irregular periods of prosperity and recession in an *economy*.

business environment

Contemporary events or trends that influence a *business*, industry or *market*.

capital

All physical equipment (machinery, buildings, infrastructure) used by people in a process of production, for example, a secretary uses a computer; a bricklayer uses a trowel; a farmer uses a plough. In modern economies, intellectual property and knowledge are types of human capital – necessary *resources* in the production of *goods* and services.

circular flow of income

An economic model that provides a theoretical and simplified representation of operations of an *economy*, depicting interactions between various sectors of the *economy* (household, business, finance, government and foreign sectors), and flows of *resources* and income between them.

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comparative advantage

An ability of a countries/economies to gain from trade with each other, regardless of their factor endowments. Given a choice of producing two products, a country is said to have a *comparative advantage* when it specialises in the production and export of particular *goods* and services that it can produce more efficiently; that is, at a lower opportunity cost than competitors.

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competitive advantage

An advantage that a *business* holds over others in its industry, sector or location. The advantage means that the business is able to sell more of a product, or operate at a lower cost, or better meet the needs of *consumers*. *Competitive advantage* usually implies that a *business* is more profitable than its competitors.

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consumer

A person or a group that is the final user of *goods* and services produced within an *economy*.

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corporate social responsibility

When businesses consider the interests of stakeholders, society and the environment when making economic and *business* decisions.

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cost-benefit analysis

Determination and evaluation of benefits and costs of a project or decision. The evaluation includes monetary and non-monetary effects.

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demand

An amount of *goods* or services that *consumers* are willing and able to purchase at a particular point in time.

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economic development

A quantitative (output and value) and qualitative (*wellbeing*) improvement in the *standard of living*.

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economic growth

An increase in the quantity of *goods* and services produced in an *economy* over a period of time; an increasing ability of society to satisfy the *needs* and *wants* of its people.

economic reasoning

Applying the principles of *economics* to understand possible causes and effects of economic events and changes; that is, using economic and business ideas to explain and analyse economic and *business* events and issues.

economic sustainability

Economic activity that supports economic *needs* of the present without compromising the ability of future generations to meet their own *needs*.

economic system

A system that coordinates the production and distribution of *goods* and services.

economics

A social science (study of human behaviour) that studies decisions made by individuals, households, *businesses*, governments and other groups about how scarce *resources* are allocated in attempting to satisfy *needs* and unlimited *wants*.

economy

All activities undertaken for the purpose of production, distribution and consumption of *goods* and services in a region or country.

efficiency

Producing *goods* and services using the minimum amount of *resources*; obtaining the greatest amount of *goods* and services from limited *resources*; avoiding wastage of *resources*.

enterprise

A *business* unit, company or project that is profit-oriented, non-profit, privately owned or government-controlled and that combines scarce *resources* for the production and supply of *goods* and services, and especially may require boldness or effort. Alternatively, the term may refer to the undertaking of a project or *business*.

entrepreneur

A person who sets out to build a successful *business* in a new field. An *entrepreneur*'s methods are sometimes regarded as 'ground-breaking' or innovative.

equity

A perceived fairness of the way scarce *resources* are used and the way benefits of production are distributed.

externality

Uncompensated cost or benefit associated with a production or consumption of *goods* and services that affects the *wellbeing* of third parties or society more generally.

factors of production

Resources used in a production of *goods* and services classified as land, labour, *capital* and *enterprise*.

goods

Tangible items that satisfy *needs* and *wants*; they can be seen and touched.

gross domestic product (GDP)

A total value of final *goods* and services produced in a country in a period of time.

industry sector

An area of a business operation. Businesses operate in the primary, secondary and tertiary industry sectors. The primary industry produces *goods* through the use and extraction of natural *resources* (for example, agriculture and mining). The secondary industry is concerned with converting primary industry materials into finished *goods* (for example, manufacturing, textiles and food). The tertiary industry provides services (for example, information, tourism and telecommunications).

interdependence

A joint dependence between participants in an *economy*; that is, the reliance of *consumers*, workers, *businesses* and governments on each other. In modern economies, people tend to specialise in the production of a *good* or service, and trade that item for another that they could not provide or produce for themselves.

living standards

An amount of wealth, comfort, material *goods* and necessities that a particular individual, society or country has.

market

An exchange of *goods*, services or *resources* between buyers and sellers.

market economy

A system that coordinates the production and distribution of *goods* and services using markets.

needs

In *economics*, a *good* or service that *consumers* consider necessary to maintain their *standard of living*.

non-profit

A *business* that uses surplus funds to achieve its goals rather than distribute these funds to the owners. These often exist in the form of charities, service organisations and clubs.

offshoring

Business processes that were originally performed in-house now moved overseas.

opportunity cost

What you have to forgo if you choose to do A rather than B; the value of the next best alternative that is foregone whenever a choice is made.

organisational structure

A structure put in place by a *businesses* to organise how tasks are divided and how *resources* are used to achieve the business's goals and objectives. Tall (vertical) organisational structures exist in *businesses* with many levels of authority between senior management and workers, for example, in larger corporations. Flat (horizontal) organisational structures, common in small–medium *enterprises,* are those with fewer levels between management and workers.

outsourcing

Any task that could be performed by employees within an organisation being contracted out to a third party.

producer

An individual and/or *business* involved in a production of *goods* and services.

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productivity

A measure of how efficiently an *economy* uses *resources* such as labour and *capital* to produce *goods* and services. One of the most common measures of an economy's productivity is *gross domestic product (GDP).*

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resource

A means to produce *goods* and services that satisfy *needs* and *wants*. The four economic *resources* (factors of production) are land, labour, *capital* and *enterprise*. Production usually requires a combination of *resources*.

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resource allocation

Assigning of limited *resources* to produce goods and services to meet society's *needs* and unlimited *wants*.

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scarcity

An economic problem of having *needs* and unlimited wants, but limited *resources* that can be used to achieve those needs and wants.

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standard of living

A level of wealth and consumption of a population (such as a nation or socioeconomic group), measured by factors such as *gross domestic product*, inflation, income, employment, poverty rate, housing, access to and standard of health care and education, safety, and environmental quality.

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supply

An amount of *goods* and services that are available; an amount of *goods* that producers are willing to offer for sale.

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sustainable development

A development that meets the *needs* of the present without compromising the ability of future generations to meet their own *needs*. Sustainable development values *resources* for their future as well as current uses.

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trade-off

A sacrifice that must be made when choosing how to use *resources*. The preferred (next best) alternative is known as the *opportunity cost*.

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wants

A *good* or service that is desired in order to provide satisfaction to a user, but which is not necessary for survival or to meet the *basicstandard of living* in a community.

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wellbeing

An overall measure of quality of life for individuals and society.

The Australian Curriculum
Work Studies

acara **AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY**

Work Studies

Overview
Introduction

The Australian Curriculum: Work Studies, Years 9–10 has been written in response to key work-related issues facing young people today and into the future. This is a world-leading, future-oriented curriculum, equal in quality, value and rigour to more traditional academic programs. It is designed for all students, whether they pursue a vocational or an academic path.

Rapid technological advances are impacting on work and will reshape its future. Technological change has led to increased digitisation and automation, and influences the way we communicate. The resulting globalisation affects how, where, when and why people work.

Australian industries and enterprises face unprecedented global competition and pressure for increased productivity. This, in turn, contributes to an unpredictable work future for young people, where routine job opportunities are limited, and outsourcing, contract work and flexible work arrangements are the norm. School leavers can no longer anticipate a single job or single-track career for a lifetime and will be encountering jobs which currently do not exist.

The skills and capabilities needed to prosper in this new, knowledge-focused world will differ from those of the past. Young people will need a set of personal and interpersonal capacities, wide-ranging global awareness and the flexibility to manage rapid change and transition.

Work Studies Years 9–10 is an applied learning curriculum that adapts discipline-based learning to work contexts. This requires a variation in the approach to curriculum design and content descriptions and elaborations, as they need to be active. It also allows for a cross-curriculum disciplinary mode of delivery.

Rationale

Work has intrinsic value and is a fundamental part of everyday life. It fosters human dignity, independence and a sense of personal worth. It is recognised as a right of all people.

In an increasingly globalised world, the nature of work is changing and the knowledge, skills and attributes needed to engage with the emerging challenges and opportunities differ from those of the past. The *Australian Curriculum: Work Studies, Years 9–10* concentrates on the capacities individuals need for full and effective participation in life, learning and work.

The curriculum helps young people plan for and shape their future and make a contribution to the wider community by providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

Students begin preparation for the working world by developing understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, as well as employer expectations and the diversity of work opportunities. They learn to understand what work is, how and why it is changing and what this means for their future in working for others or themselves. They engage with the career management processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related contexts and projects.

Through exposure to work-related learning, students develop the self-knowledge, contemporary work skills and entrepreneurial behaviours and resilience necessary to thrive in the 21st century. They appreciate the role of collaboration, creativity and analytical skills in workplaces and the importance of cultural diversity and ethical practices.

Aims

The *Australian Curriculum: Work Studies, Years 9–10* aims to ensure that students in Years 9 and 10 develop:

- knowledge of the world of work and the importance of lifelong learning
- capacities to manage careers, change and transitions in an uncertain and changing future
- literacy, numeracy, ICT and interpersonal skills to work, interact and communicate successfully with others in diverse contexts, using appropriate behaviours and protocols
- skills and resilience to meet the demands of their present and future learning and work.

Nature of work studies

Applied learning

Practically-based learning in realistic contexts is recognised internationally as being important for students in preparing for the world of work.

Applied learning is essentially teacher-guided and student-centred. The role of the learner is integral to applied learning and the student plays an active role in managing the processes of applying knowledge. Through applied learning experiences, students broaden and deepen their understanding and are able to plan and guide their own learning.

The *Australian Curriculum: Work Studies, Years 9–10* engages students in transferring work-related knowledge and understanding to activities that involve the world of work. Students concentrate on learning and applying the knowledge, understanding and skills they need to solve a problem or implement a project relevant to work or workplaces.

As students take greater responsibility for managing the processes of applying their knowledge, they practise and further develop the critical skills and characteristics that are important for work and daily life in the 21st century. These include organisation, decision-making, collaboration and teamwork, problem-solving, risk-taking, critical thinking, creativity, adaptability and resilience.

By using their knowledge in realistic situations, students gain a better understanding of work and places of work. They see the relevance and purpose of their learning, which increases their motivation. By practising skills in complex realistic situations, students test and adjust their understandings in relation to what they learn at school.

Structured reflection and feedback are fundamental to the success of applied learning. Where students are given opportunities and time to reflect on learning and engage in feedback from peers and adults, their knowledge and understanding are deepened and broadened, and the relevance of learning becomes more apparent.

Activities such as debriefing sessions and keeping journals encourage students to review their work-related experiences methodically and reflect on their meaning and how knowledge and skills can be transferred to new situations. Transferability of knowledge and skills to different contexts is critical to the successful management of change and transition in the world of work.

Work exposure

Work exposure promotes learning in a wide variety of environments, for example, by bringing the world of work into the classroom and taking the classroom to the world of work. It provides a platform for applied learning experiences and is an integral element of the Work Studies Years 9–10 curriculum. Work exposure is embedded in content descriptions and elaborations, making it integral to the curriculum. Work exposure opportunities are not intended to be restricted to the traditional practice of blocks of work experience, although work experience may take up part of work exposure.

- Rather, work exposure can take many forms including:
- direct involvement in the workplace
- visits to and from private and public enterprises and community organisations
- visits to and from industry experts, employers, employees, self-employed people

- 'career taster' days
- mentoring and shadowing
- interviews with industry experts, employers, employees, and self-employed people
- use of various media sources
- labour market research
- use of work-related simulations and role plays
- virtual tours of industries and workplaces
- industry, community, career or problem-based projects
- use of part-time work, unpaid work or community-based volunteering currently undertaken by students
- engaging with work-related education programs.

Students' knowledge of the dynamic nature of workplaces and understanding of workplace expectations are enhanced through interacting with employers, employees, self-employed people, entrepreneurs and community agencies.

Work exposure contributes to students' understanding of the changing nature and requirements of work, the variances between different occupations and industries, and the skills and personal qualities needed for work and life. It encourages students to identify and practise these skills in school and other environments and to recognise the relevance and importance of their ongoing learning. Work exposure provides the opportunities and impetus for students to explore and frame possible future work options and career pathways.

These opportunities require schools to develop and/or continue to expand ties with local industry, business and community agencies, as well as education and training institutions. These partnerships form the foundation for providing students with learning and real work exposure opportunities and allow students to explore traditional and non-traditional employment options.

Work exposure needs to be tailored to meet individual student and school needs, and reflect availability in the local and wider community. Remote schools or schools with limited options for access to such authentic learning experiences may require different solutions to broaden the range of offerings accessible to students such as the use of:

- internet research
- visits to remote and rural schools by businesses and community organisations
- virtual workplaces
- tours.

Structure

The design, organisation and structure of the Work Studies Years 9–10 curriculum provides flexibility for schools to draw on the interests, capabilities and contexts of their students. It allows schools to accommodate school structures and processes, and support middle school approaches to curriculum delivery if appropriate. Work Studies enriches the learning of students who are working and those who are not.

The curriculum is built on two foundations that underpin learning: self-knowledge and understanding the world of work. The ***Australian Curriculum: Work Studies, Years 9–10*** is premised on students learning in applied ways, with work exposure an essential part of the curriculum and emphasising the link between learning and doing.

Knowledge, understanding and applied skills are developed through the general capabilities and core skills and the way they are embedded in the content descriptions and achievement standards.

Applied learning and work exposure are integral elements of the Work Studies curriculum. Statements on these elements help teachers to understand the positioning and significance of each within the curriculum.

The Work Studies Years 9–10 curriculum structure reflects the focus on learning, work and the development of work readiness within two strands: Skills for learning and work, and career and life design. The strands are interrelated, providing flexibility and opportunities for teachers to build their own curriculum, collaborate with teachers from other learning areas and construct integrated units of work incorporating the core and options. The strands build sequentially from Year 9 to Year 10.

Figure 1: Work Studies Years 9–10 organisation diagram

The curriculum consists of a core and options, and is described through content descriptions, and elaborations, achievement standards and content. It concentrates on building the skills needed for effective participation in the 21st century, including broad workplace skills, knowledge about and experience of work and work environments, and lifelong career design skills, knowledge and dispositions.

Options provide flexible frameworks for teachers and students to negotiate extra content relevant to student interests, and school and student circumstances. They are designed to maximise opportunities to connect the curriculum to the reality of students' lives and engagement with the local communities and regions. This should enhance opportunities for work exposure and self-directed and applied learning.

The order and detail in which the core and options within each year level are taught are programming decisions that schools may determine.

Options may also be taught in either year level. The curriculum may be studied for one year in Year 9 or Year 10 or as a two-year course across Years 9–10. It may also be taught on a semester basis.

To be deemed to have completed Work Studies for a given year level, students need to have studied the core and at least one option. If studied on a semester basis the core for the year and one option must be completed.

Skills for learning and work

This strand focuses on the development of a student's understanding of self and a realistic appreciation of their individual interests, values, preferences and strengths. Across three sub-strands, the strand encompasses understanding of and managing self, the importance of communication in a range of contexts, working with others, planning and implementing tasks or projects, clarifying problems and proposing solutions and making decisions. It provides for investigation of work skills and entrepreneurial behaviours and their use in learning and work contexts.

Learning to learn

This sub-strand introduces the key concepts of learning as a lifelong activity and its importance for sustaining working life in changing contexts. Lifelong learning is viewed as a personal capacity that is developed through creating awareness of self as a learner, developing the capacities needed to be a successful learner and acknowledging the influence of work, family and community on learning capacities and opportunities.

Work skills

This sub-strand introduces and develops the work skills and attributes needed for 21st century workplaces and that can be transferred from one situation to another. These include the systematic study of a broad range of communication skills, the ways digital technologies are transforming workplaces and the importance of embracing cultural and social diversity.

Entrepreneurial behaviours

This sub-strand introduces the idea of entrepreneurial behaviours. These behaviours are specifically about developing and valuing an entrepreneurial disposition to work including creativity, problem-solving, lateral thinking and using initiative. They are not limited to the narrow view of how to create or run a business.

This sub-strand is underpinned by a need to respond to changes brought about by globalisation, new technologies, the rapidly increasing significance of the Asia region and the need for a sustainable future. Students are exposed to these behaviours and how they might be developed and enacted in workplaces to drive innovation, productivity, global awareness and appreciation of cultural and social diversity.

Career and life design

This strand focuses on developing knowledge and understanding of, and experience in, the world of work; skills, knowledge and dispositions to manage careers; and skills and knowledge in managing transitions. The strand encompasses the importance of education, training and lifelong learning, the global context impacting on work and work opportunities and the personal qualities and attributes, such as awareness of opportunity, adaptability and responsiveness to change, needed to thrive in the 21st century work environment.

Career development and management

This sub-strand embraces the reality that the world of work is changing and that there is no certainty regarding work and career paths. Throughout their lives, students need to be flexible and responsive to changing work and life circumstances. They develop skills that enable them to create career scenarios and prepare for career transitions. This sub-strand links to the 'Learning to learn' sub-strand, as the capacity for lifelong learning is intimately connected to managing careers in the 21st century.

The nature of work

This sub-strand further explores the ways in which work is changing. Students analyse opportunities for work and the way it may be organised globally and in communities and explore the importance of work in all its forms to the economy, to communities and to self. Students should also understand the different work arrangements likely to be available to them, and the entitlements, rights and responsibilities that flow from these arrangements.

Gaining and keeping work

This sub-strand focuses on building an awareness of the demands of work including those requiring creation of new ways of working. Students are exposed to the realities of working life including rights and responsibilities, the importance of work cultures, and appropriate behaviours and the dispositions needed for gaining and keeping work such as resilience and flexibility. They engage in strategies for seeking work opportunities, understanding recruitment processes and the importance of networking.

PDF documents

Resources and support materials for the Australian Curriculum: Work Studies are available as PDF documents.

Work Studies: Sequence of content

Work Studies: Sequence of achievement

Year 9

The content of this year level is organised into two main interrelated strands: skills for learning and work, and career and life design. Each strand in turn contains three sub-strands outlining the content descriptions and elaborations that contain the knowledge, understanding and skills and form the core content of the curriculum for that year level. In Year 9 students are exposed to concepts and contexts, and focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and work in the 21st century. Within this context, students explore their preferences as learners and engage in a range of activities to develop understanding of work, careers and post-school destinations.

Year 9 Content Descriptions

Skills for learning and work

Learning to learn	Elaborations
Outline how past learning experiences influence attitudes towards, and outcomes of, learning (ACWSCL001)	- reflecting on how their actions and attitudes contributed to past learning outcomes - determining what personal actions and attitudes are most effective in supporting learning - reflecting on how they might use their knowledge of self to understand how to learn most effectively
Describe the implications of individual learning preferences for learning at home, school, work and in the community (ACWSCL002)	- identifying personal learning preferences - explaining how these preferences can inform choices about where, when and how learning can be undertaken - creating a personal profile of individual strengths and challenges for learning at home, school, work and in the community
Identify the attitudes and skills required for self-directed and lifelong learning (ACWSCL003)	- outlining the benefits of self-directed and lifelong learning - explaining that the primary responsibility for lifelong learning and personal development rests with the individual
Explain the importance of active and lifelong learning for personal and community development (ACWSCL004)	- identifying the skills required to be a lifelong learner - describing how lifelong learning contributes to personal and community wellbeing and can improve sustainability of communities ☘
Plan and implement strategies and processes to improve their learning and enhance the potential to realise their aspirations and personal wellbeing (ACWSCL005)	- identifying suitable study and time management skills - planning and organising workload in an efficient and effective manner - reflecting on and reviewing priorities regularly

Work skills	Elaborations

Investigate a wide range of occupations, and the skills and personal qualities required in these fields (ACWSCL006)	- identifying and defining work skills - comparing identified sets of work skills with those required in a variety of workplaces - mapping individual skills against those valued in the workplace and planning strategies for strengthening individual skills - mapping literacy and numeracy skills against workplace demands
Identify types of workplace communication and the effect of context on the choice of communication (ACWSCL007)	- contrasting the types of communication used among peers, in the classroom, within schools, across cultures and in workplaces - categorising types of communication according to their suitability in work contexts - describing the value of cross-cultural communication in 21st century workplaces, both in the context of regional engagement with Asia and reconciliation in Australia
Differentiate between work-related and personal use of social media (ACWSCL008)	- determining the types of social media used in workplaces and the reasons for their use - explaining why personal and workplace online identities differ - investigating online identities and determining which would appeal to a future employer - investigating the implications for future career paths of unwise use of social media
Explain the importance of teamwork and collaboration in school, community and work-related contexts (ACWSCL009)	- practising techniques for establishing connections with others and building positive relationships in a range of contexts - identifying the skills needed to work collaboratively - identifying projects for which teamwork is well suited and determining how to assign team roles
Entrepreneurial behaviours	**Elaborations**
Identify types of entrepreneurial behaviours and their opportunities for application to 21st century work and enterprise (ACWSCL010)	- identifying types of entrepreneurs - investigating the skills and attributes common to regional intrapreneurs and business, social and policy entrepreneurs - exploring local and national challenges and opportunities, as well as those from the Asia region, that might benefit from entrepreneurial approaches - examining Aboriginal and Torres Strait Islander entrepreneurial models

	Elaborations
Explain how the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community (ACWSCL011)	• identifying successful young entrepreneurs in the private, public and community sectors and outlining the risks they took in establishing themselves • determining the work or community challenges identified by a successful young entrepreneur, how these were addressed and the benefits for individuals, the community or environmental sustainability 🍂
Practise the skills and attributes underpinning entrepreneurial behaviours (ACWSCL012)	• exploring various project management skills such as problem-solving techniques, generating and evaluating ideas and organising activities and resources including people and finances • identifying risk management strategies to maximise success • identifying the need for sound financial management, both personal and business

Career and life design

Career development and management	Elaborations
Recognise the importance of self-awareness in career and life design (ACWSCL013)	• developing an understanding of personal talents, interests and opportunities • reflecting on the meaning of their growing self-awareness for their aspirations and career directions and life design • appraising their academic achievement and comparing this with their post-school aspirations
Source career information and resources (ACWSCL014)	• researching and filtering a range of career information and services designed to help with career and decision-making • creating a portfolio of possible career scenarios • identifying diverse learning pathways into preferred career destinations

The nature of work	Elaborations
Describe the nature of work in Australia and the implications for current and future work opportunities (ACWSCL015)	• determining why people work • defining employment, self-employment, unemployment, underemployment, contract work, volunteering, casual work and working remotely • collecting and interpreting data about how people work • exploring initiatives to build employment and enterprise opportunities in their community/region • researching the types of work available, the changes occurring at a local level and the implications for future employment • investigating the impact of the Asian region on the skills required for employment ᗷᗷ

Recognise the effects of work culture on ways of working (ACWSCL016)	- defining the term 'work culture' - explaining that different workplaces have different ways of working - describing the types of behaviours that could contribute to a positive work culture
Gaining and keeping work	**Elaborations**
Investigate formal and informal recruitment processes (ACWSCL017)	- defining the term 'recruitment' - researching the variety of processes employers use for recruitment - practising a range of activities required of a job applicant
Investigate the contribution of diverse cultures to work and workplaces (ACWSCL018)	- gathering and comparing data about cultural diversity in the Australian workforce over time - describing the benefits of culturally diverse workplaces - exploring how the growing influence of countries of the Asia region has contributed to work and workplaces in Australia ᴀᴀ
Identify the importance of rights and responsibilities for employers and workers (ACWSCL019)	- identifying legislation that outlines different entitlements, responsibilities of workers and employers - investigating the expectations of appropriate professional protocols, behaviour and presentation in workplaces - identifying ways that workers and employers take responsibility for environmental quality 🌱

Year 9 Achievement Standard

By the end of Year 9 students understand the importance and components of self-directed and lifelong learning. They investigate the skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration. They identify the types and purposes of communication in workplaces, including social media. Students understand entrepreneurial behaviours and their importance for work and in addressing a range of challenges. They explain the relationships between self-awareness and career planning resources. They investigate the changes occurring in work, workplaces and work-related relationships and the factors contributing to the changes. They identify opportunities associated with these changes. Students identify the contribution of diverse cultures to work and workplaces. They describe formal and informal recruitment processes.

Students plan and implement strategies to improve their learning and strengthen their individual learning skills. Students research and analyse information, organise teams, and communicate effectively using appropriate types of communications in a given context. They propose explanations and predict outcomes. Students practise entrepreneurial skills and attributes and propose actions in response to identified work and community challenges. They research and filter relevant career information resources. Students create career scenarios and identify the skills to manage career transitions. Students collect and evaluate data and information to draw conclusions about changes to work arrangements and their potential impact on their future. Students synthesise data and information to form reasoned conclusions. Students present their findings and explanations.

Work Studies

Year 10

The content of this year level is organised into two main interrelated strands: skills for learning and work, and career and life design. Each strand contains three sub-strands outlining the content descriptions and elaborations which contain the knowledge, understanding and skills that form the core content of the curriculum for that year level. In Year 10 the concepts and skills introduced in Year 9 are investigated and developed at a higher level. Students are encouraged to be increasingly independent and self-directed learners.

Year 10 Content Descriptions

Skills for learning and work

Learning to learn	Elaborations
Explain how potential changes in circumstances impact on when, how and why you might learn (ACWSCL020)	- mapping changes in personal circumstances over the past 12 months and how this has impacted on learning - predicting changes to personal circumstances in the short and medium term and developing relevant strategies to support their learning
Link personal profiles with potential work opportunities (ACWSCL021)	- updating their personal profile - using their personal profile to identify potential careers
Assess the value of self-directed and lifelong learning in responding to changes and challenges in circumstances (ACWSCL022)	- using guided reflection in developing strategies to enhance capacity as a self-directed and lifelong learner - monitoring the impact of change on potential learning pathways and the implications for learning and work options - adjusting goals, priorities and aspirations in response to change
Explain the relationship between lifelong learning and work in the 21st century and its importance for future work opportunities (ACWSCL023)	- reflecting on the demands of work and further learning, including the costs and benefits, both financially and personally - investigating the need to be a lifelong learner in the context of their current and future aspirations for learning and work - identifying the factors that contribute towards successful transition from school to work
Focus their learning strategies on personal and work-related aspirations (ACWSCL024)	- aligning the learning requirements of potential careers with subject choices - designing and implementing strategies and processes to target identified learning requirements - organising and prioritising work and personal commitments in an achievable timeframe
Work skills	**Elaborations**

Explain the range of skills and attributes necessary to work effectively in the 21st century (ACWSCL025)	- investigating rapidly changing work arrangements and the need to be adaptable to change - analysing the relationship between rapidly changing work environments and the need to develop these emerging skills and the mindset to work effectively - developing an understanding of the need for Asia-relevant capabilities in preparation for the world of work ᴧᴧ
Select and use appropriate protocols for communication in workplace contexts (ACWSCL026)	- recognising and evaluating the effectiveness of day-to-day workplace communications - evaluating the effectiveness of different ways of presenting and communicating information and ideas - adhering to confidentiality protocols in work contexts - using appropriate language, tone and non-verbal behaviours in workplaces including cross-cultural contexts
Evaluate a range of online communication tools used in work contexts (ACWSCL027)	- identifying the risks of online communication such as identity theft and phishing scams - determining the strategies used to protect work-related information - examining the various methods used by employers to recruit and select staff including the use of social media and online mediums
Analyse the skills needed for effective teamwork in varying work contexts, for example, working remotely (ACWSCL028)	- compiling and justifying a set of criteria to select team members to undertake a project - outlining processes and methods to manage the project, including negotiation and conflict resolution - using team members' strengths and diverse perspectives to maximise project outcomes
Entrepreneurial behaviours	**Elaborations**
Assess the benefits of developing an 'entrepreneurial mindset' and its relevance to 21st century work and enterprise (ACWSCL029)	- examining the knowledge, understanding and skills required to be entrepreneurial in ways that add value to self, communities, bring innovation to existing businesses and create personal employment - recognising the need to develop their own distinct profile by investing in their skills and capabilities to enhance future work prospects

Examine the creative and problem-solving techniques used within workplaces to resolve the tensions arising in business and community projects (ACWSCL030)	• researching regional and online businesses or community projects and identifying how they balance organisational needs with human and community wellbeing and environmental sustainability 🌱 • explaining the importance of work–life balance • identifying the requirements of various stakeholders and the strategies used to resolve conflicting interests • determining how businesses or community projects, both within Australia and from the Asia region, balance organisational needs with human and community wellbeing and environmental sustainability 🔺🔺 🌱
Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031)	• choosing a local or national business or community challenge or one from the Asia region and justifying their choice 🔺🔺 • developing a project proposal designed to address the challenge • completing a project plan that covers timelines, deliverables and resources; assigns team roles for the project; evaluates risks and develops contingences in response to risks • using digital tools to assist with planning and providing a tracking mechanism for potential progress, for example, expenditure and budget forecasting and cost-benefit analysis

Career and life design

Career development and management	Elaborations
Apply knowledge of self to career decision-making processes (ACWSCL032)	• applying learning from work exposure activities to self-awareness and career decision-making • comparing knowledge of self with possible career and life scenarios • evaluating their current learning and identifying future learning needs • investigating the implications of career options for financial management and lifestyle • investigating the costs of post-school learning and the different options available to cover these costs

Use career decision-making processes to filter career scenarios (ACWSCL033)	• identifying people who can support career decision-making
	• researching a range of print and digital resources to help career decision-making
	• investigating what local and global labour market data and information trends mean for career opportunities, including in the Asia region
	AA
	• examining how external, cultural and local factors impact on individual career decision-making
	• refining their set of career planning scenarios based on their knowledge of self and research into factors affecting career opportunities and decision-making
	• implementing initial stages of career plans in relation to immediate decisions around senior years of school and beyond

The nature of work	Elaborations
Analyse emerging approaches to work and the implications these have for workers to be flexible, proactive and responsive (ACWSCL034)	• investigating trends in ways of working
	• examining the implications of changes in work for future work opportunities and ways of working
	• exploring factors impacting on work challenges and opportunities, including globalisation, the increasing economic influence of the Asia region, the need for more sustainable patterns of living, technological advances and knowledge-intensive service industries
	AA ✤
Investigate the relationships between work cultures, work arrangements and the individual (ACWSCL035)	• comparing workplace cultures and identifying common characteristics of effective and positive workplace cultures
	• exploring the implications of various working arrangements such as self-employment, contract work and working remotely on work culture from individual and business perspectives
	• building scenarios of what work culture and arrangements might look like in the future by examining the factors contributing to their evolution, including the need for sustainable patterns of living
	✤
	• understanding that personal attributes and dispositions have implications for the 'right fit' within an organisation and future work opportunities

Explain the roles of a range of services and agencies that support employment, self-employment and unemployment (ACWSCL036)	• investigating support structures for employed, self-employed and unemployed people such as professional associations, government agencies and non-government organisations in their community
	• exploring the implications of the changing world of work on support structures relating to work contexts
	• analysing the changes in support structures within the workplace such as employee assistance schemes, child care and training, and identifying the factors contributing to these changes

Gaining and keeping work	**Elaborations**
Use a range of tools, methods and skills for accessing work relevant to 21st century recruitment and selection processes (ACWSCL037)	• preparing and maintaining the relevant personal documentation for accessing work opportunities
	• distinguishing criticism from constructive feedback and the importance of feedback for self-improvement and applying this in a range of work scenarios
	• practising self-advocacy, understanding appropriate negotiation skills and applying these in a range of work scenarios
	• practising networking in its various forms including virtual and other social media
Examine the implications for work when work relationships are cross-cultural and can be local, national, regional or global (ACWSCL038)	• explaining the importance of knowledge of and respect for diverse cultures and languages in a global labour market
	• incorporating protocols relating to Welcome to Country and acknowledgement of the traditional custodians of the land
	• identifying essential attributes for individuals working in culturally diverse work contexts
	• investigating the growth of workplaces and enterprise partnerships between Australia and countries of the Asia region
Explain how diverse work arrangements are impacting on the rights and responsibilities of employers and workers (ACWSCL039)	• identifying the challenges for maintaining entitlements and defining responsibilities of workers and employers
	• investigating the factors that impact on professional protocols, behaviour and presentation in diverse work arrangements
	• investigating the effects of diverse working arrangements on how workers and employers take responsibility for environmental quality

Year 10 Achievement Standard

By the end of Year 10 students explain the relationship between changing circumstances, learning and 21st century work opportunities and identify the skills needed to manage changes. They evaluate work-related communication tools and analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork. Students explain the importance of developing entrepreneurial skills and a distinct profile to access and manage 21st century work opportunities and challenges. Students understand the importance of growing self-awareness in improving learning, accessing work opportunities and developing appropriate skills and making more-informed subject and career choices. They analyse emerging 21st century work arrangements and the resultant changing relationships between participants, the opportunities arising and the skills needed for these emerging work arrangements. Students explain the roles of agencies associated with employment support. They outline 21st century approaches to recruitment and selection, and skills required in responding to them. Students explain the benefits of different cultural perspectives in managing work and problem-solving. They identify possible tensions arising in work-related contexts and understand the approaches to resolve conflicts and tensions.

Students process the skills required to manage change and transition. They select learning strategies and career information and sources and evaluate and align their personal capacities. They select and apply appropriate communication methods in a range of contexts. Students form and work in teams on a range of work-related tasks and observe and incorporate the skills needed to work collaboratively. They apply entrepreneurial skills to plan, implement and complete a negotiated action project. Students evaluate their findings, propose actions, make recommendations and present these to an audience of stakeholders. They synthesise increased self-knowledge and career information to school and career-based decisions and create potential career scenarios. Students research a range of information and data to identify trends in work arrangements emerging over time and evaluate agencies and organisations that support various employment situations. Students practise using and responding to 21st century recruitment and selection tools, methods and skills for accessing real and created work opportunities. Students collect and interpret information on different cultural approaches to ways of working. They explain the importance of culturally diverse workplaces to managing work, work relationships and productivity. Students apply conflict resolution methods and skills to work-related contexts.

Work Studies

Options

Options provide opportunities for teachers and students to customise the curriculum based on students' aspirations and interests and local circumstances. The order and detail in which the strands, sub-strands and options are taught are programming decisions and can be studied in any order or pattern. Core content can be integrated within an option.

Options Content Descriptions

Option 1: School–industry cooperative project

Collaborate with industry/business and/or community, individuals or groups to plan a work-related project (ACWOP040)	• collaborating with industry partners, team members and other stakeholders to identify and plan a work-related project, including recognising and responding appropriately to different perspectives and identifying resources for example, time, information, materials and equipment, financial considerations • establishing appropriate communication protocols such as the professional use of social media and other online communication • using digital tools to develop project plans including goals, methodology, communication, timelines, roles and responsibilities, and finances
Complete the work-related individual or group project plan in collaboration with industry/business and/or community partners, individuals or groups (ACWOP041)	• applying decision-making processes in relation to their roles and responsibilities in the collaborative project and adapting to changing situations as required • using digital tools and technologies for communicating, tracking progress, conducting progress meetings, clarifying problems and generating solutions • locating, gathering, evaluating and organising relevant information and resources to implement the project and delegating work tasks in accordance with project plans
Communicate the school–industry cooperative project outcomes to an audience (ACWOP042)	• reflecting on decisions made and identifying what can be learned • reflecting on the meaning of the collaborative project for their career development and updating their personal profile • reporting on the school–industry cooperative project to an audience

Option 2: Contemporary work challenges and opportunities

Identify contemporary work challenges and opportunities relevant to changing 21st century work contexts and arrangements (ACWOP043)	• identifying contemporary work challenges and opportunities at the local, national, regional or global level from a range of sources • analysing the factors contributing to the challenge or opportunity • identifying the stakeholders involved and assessing how they are affected • engaging in stakeholder consultation to seek their views on the opportunities and challenges they perceive and possible solutions they propose to address the challenges
Investigate responses from stakeholders to address the challenge/opportunity (ACWOP044)	• outlining the current response(s) to manage the challenge or opportunity • explaining the impacts of the challenge/opportunity on stakeholders and of the responses to it on stakeholders

Analyse alternative responses and their likely impact over the short to medium and long term (ACWOP045)	• communicating the results of the investigation and recommendations
	• preparing a detailed report outlining the scope and breadth of the challenge/opportunity, methods used to gather and assess information and data, evidence-based conclusions and recommendations
	• delivering the findings to relevant stakeholders in appropriate communication forums

Option 3: Cross-cultural enterprise

Use digital technologies to communicate with their peers to identify and agree on a collaborative project that is environmentally sustainable (ACWOP046)	• exploring cultural similarities and differences and their implications for communicating with their peers via digital technologies, including consideration of audience, purpose and contextual factors
	• communicating with students in states or countries or the region to identify possible enterprises and using decision-making processes to choose an enterprise project
	• using digital tools for collaboratively developing project plans, including goals, methodology, communication, timelines, roles and responsibilities, finances and sustainable management
Negotiate project outcomes and plans and their implementation (ACWOP047)	• using digital tools to monitor project progress, conducting meetings, clarifying problems and generating solutions, adjusting plans and related actions with team members, tracking finances and projected expenditure
	• liaising with mentors to help with cross-cultural communication and translation
	• evaluating and reporting project outcomes
Communicate the cross-cultural project and its outcomes to an audience (ACWOP048)	• preparing a report describing the cross-cultural collaborative enterprise and its outcomes
	• communicating a summary of the cross-cultural collaborative enterprise to an audience

Option 4: Aboriginal and Torres Strait Islander Peoples and work

Investigate concepts of self-identity from Aboriginal and Torres Strait Islander perspectives and the significance of these in work, life and culture (ACWOP049)	• explaining Aboriginal and Torres Strait Islander belief systems and practices in land, air, and water management (such as 'Caring for Country') and how these relate to work and workplaces
	• comparing and contrasting differing views of Aboriginal and Torres Strait Islander People to various industries, such as mining, and explaining reasons for opposition or support

Identify Aboriginal and Torres Strait Islander Peoples' connections to communities and working life (ACWOP050)	• identifying traditional Aboriginal and Torres Strait Islander approaches to work and community life
	• identifying a variety of Aboriginal and Torres Strait Islander contemporary professionals, role models and workers, both at a community and individual level
	• developing a portfolio of case studies, presenting the portfolio and evaluating contributions of individuals and communities to the world of work
	• using digital tools to present information about Aboriginal and Torres Strait Islander professionals and associations, including backgrounds, aims, achievements, and challenges confronted
Investigate the impact of a significant work-related event on employment and work opportunities for Aboriginal and Torres Strait Islander Peoples (ACWOP051)	• using sources of online information, written text, audio-visual, and other data research tools and outlining the context of the work-related event; for example, the Wave Hill Strike in the Northern Territory or the Stolen Wages and Savings reparations case in Queensland
	• analysing any positive and unintended consequences of the event and its impact on Aboriginal and Torres Strait Islander employment and community wellbeing
	• identifying ongoing challenges faced by Aboriginal and Torres Strait Islander People in work and the strategies designed to overcome them

Option 5: Gender and work

Investigate the effects of socialisation and culture on education and career choices (ACWOP052)	• examining 'traditional' perceptions of male and female and the impact of stereotyping and expectations on education and career choices in society
	• identifying the factors contributing to the perpetuation of these perceptions and formulating ideas to redress the perceptions
	• reflecting on own perceptions and misconceptions relating to education and career choices and how these may inhibit personal choices and options
	• revising career preferences and plans by expanding the range of career and course options being considered to include non-traditional options on the basis of gender
Analyse the impact of gender on subject choice, work aspirations, further education, career choices and resultant outcomes (ACWOP053)	• analysing education and employment data indicating the breakdown into male and female participation in a range of subjects/courses and occupations
	• exploring the implications for the individual and society of non-participation by males and females in certain subjects/courses and occupations

Analyse the impact of gender imbalance on the workplace and the community (ACWOP054)	• identifying the types of gender imbalance occurring in the workplace such as career advancement opportunities, earnings capacity
	• examining the factors that contribute to gender imbalance in the workplace
	• exploring the relevant legislation and the associated agencies that deal with gender imbalance such as equal opportunity and anti-discrimination
	• proposing strategies to address gender imbalance in the workplace

Option 6: School-developed option

| A maximum of 4–5 content descriptions. Content description must commence with a verb (ACWOP055) | • A maximum of 4–5 elaborations for each content description |
| | • Content elaborations must commence with a verb in the present continuous tense |

Glossary

Aboriginal and Torres Strait Islander People and Aboriginal and Torres Strait Islander peoples

Upper-case '**P**' is used when reference is to all Aboriginal and Torres Strait Islander People

Lower-case '**p**' is used when reference is made to a range of groups or tribes in a collective sense

applied learning

the use of skills, knowledge and understanding to complete tasks, solve problems and/or implement projects in a particular context or environment

Asia-relevant capabilities

the universal capabilities for the 21st century contextualised within the Asian region, including open-mindedness, observation, creative thinking, analytical thinking, respectful interaction, effective communication, and knowledge and understandings of the countries of Asia and its peoples

career

the sequence and variety of work roles (paid and unpaid) undertaken throughout a lifetime, including life roles, leisure activities, learning and work

career development and management

individuals managing learning, work and life and the ever-changing contexts that occur throughout their lifespan

community-based project

the connection between meaningful community activity and classroom experiences and then addressing specific community problems, issues or practices

dispositions

the tendencies to act or think in a particular manner under given circumstances; a state of mind regarding something; an inclination or characteristic attitude

distinct profile

building an inventory of work skills, personal strengths, values, talents, motivations, goals, and experience that highlights personal attributes, skills and distinctiveness and can be used to enhance access to work opportunities

enterprise

an organisation such as a business, community or government agency

entrepreneur

someone who undertakes a significant project or activity finding new and better ways of doing things; they are opportunity aware, take risks and utilise a range of behaviours, such as initiative and innovation, that create value and contribute to their success

entrepreneurial behaviours

behaviours that demonstrate confidence, initiative, innovation and creativity, global competency and empathy, an awareness of opportunity and a willingness to take risks that can all be applied to a range of contexts

entrepreneurial mindset

the group of personal dispositions which contribute to identifying and/or creating opportunities, and implementing these dispositions in a productive way in a work context

intrapreneur

a highly self-motivated, proactive and action-oriented individual who displays initiative, leadership, risk-taking and creative thinking within an organisation or workplace for the benefit of the organisation or workplace

life design

career management that pursues contextual possibilities, responds to dynamic processes and change, non-linear progression and personal patterns

lifelong learning

the ongoing, voluntary and self-motivated pursuit of knowledge, understanding and skills development for either personal or professional reasons – enhancing personal development, competitiveness and employability

project-based activity

any activity that involves students working on a real-world task or challenge, typically with a public outcome

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reconciliation

the respect for Aboriginal and Torres Strait Islander heritage, valuing justice and equity for all Australians and the unity and respect between Aboriginal and Torres Strait Islander Peoples and other Australians

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reflection

the capacity for individuals to exercise introspection to learn more about their fundamental nature and purpose, their skill set, to learn from mistakes and gain deeper insight, to develop self-awareness and grow personally and professionally, to help with clarifying priorities, strengths and goals, and build resilience

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self-advocacy

an individual's ability to communicate effectively, convey, negotiate or assert their interests, know their rights and responsibilities, make choices and decisions and take responsibility for themselves and their decisions

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social and policy entrepreneur

an entrepreneur with a social mission to create and sustain social value; they pursue new opportunities to serve the social mission and engage innovation, adaptation and learning to add social value

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unemployment

a situation in which an individual is without paid work and is actively seeking work

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work

a set of activities with an intended set of outcomes, from which it is hoped that an individual will derive personal satisfaction; it is not necessarily tied to paid employment and can encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering

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work culture

the work environment including the policies, protocols and accepted practice of a particular workplace. It includes the way people interact with others in the workplace, go about their work and the practices they undertake in this environment.

Work Health and Safety (WHS)

legislation (2011) that covers the physiological and psychological wellbeing of people engaged in work and employment; employers and employees have a common law duty to take reasonable care to guard everyone's health and safety in the workplace

work skills

the broad knowledge, skills and attributes required to gain work and become an effective participant in work including the skills related to career development and managing transitions

work-related learning

learning that predominantly provides the key work-related knowledge, skills and competencies needed to participate effectively in the world of work