

The Australian Curriculum

Learning areas	History
Year levels	Foundation Year, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10
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The Australian Curriculum History





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Rationale and Aims



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. It 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 curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order 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 identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

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, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.



Content Structure

The Australian Curriculum: History is organised into two interrelated strands: **Historical Knowledge and Understanding** and **Historical Skills**.

Historical Knowledge and Understanding

This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation to Year 10 and a focus on world history in the senior secondary years. 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.

This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy 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.

Historical Skills

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.

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. **Historical Skills** have been described in bands of schooling (over three years at Foundation to Year 2 and at two-year intervals in subsequent year levels). The sequencing and description of the Historical Skills strand, in bands of schooling will assist in multi-age programming by providing a common focus for the teaching and learning of content in the Historical Knowledge and Understanding strand.

Inquiry questions

Each year level from Foundation to Year 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; it will constitute approximately 10% of the total teaching time for the year. 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, which will constitute approximately 30% of the total teaching time for the year. 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.

Concepts for developing historical understanding

The Australian Curriculum: History includes concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

In Foundation to Year 2, there is a particular emphasis on the concepts of continuity and change, cause and effect, and significance within the context of personal, family and local history. These concepts continue to be a focus of study in Years 3-6 with the inclusion of content related to perspectives challenging the notion that the past is a given and is unproblematic. In Years 7-10 the concepts of evidence and contestability are introduced to further develop student's understanding of the nature of historical interpretation and argument.

Year level descriptions

Year level descriptions provide an overview of the content that is being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

Content descriptions

The Australian Curriculum: History includes content descriptions at each year level. These set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. However they do not prescribe approaches to teaching. The content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Year 10 to illustrate and exemplify content and to assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Glossary

A glossary is provided to support a common understanding of key terms and concepts in the content descriptions.

History across Foundation to Year 12

Complementing the year by year description of the curriculum, this document provides advice across the four year groupings on the nature of learners and the relevant curriculum:

- Foundation–Year 2: typically students from 5 to 8 years of age
- Years 3–6: typically students from 8 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age
- Senior secondary years: typically students from 15 to 18 years of age.

Foundation–Year 2

Curriculum focus: Awareness of family history and community heritage

Through experimentation, practice and play, children in these years use their interest in people and how things work to make sense of their world.

This history curriculum enables students in Foundation to Year 2 to learn about their own social context of family, friends and school, and the significance of the past. They engage with the remains of the past; develop a concept of time as present, past and future, and through role play use their imagination to speculate about the lives of others in the past.

Years 3–6

Curriculum focus: Local/national history and use of a range of sources

Students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationship to others past and present. In these years, students begin to better understand and appreciate different points of view and to develop an awareness of justice and fair play.

This history curriculum seeks to target the distinct nature of learners in Years 3–6 by including content about Aboriginal and Torres Strait Islander societies, democratic concepts and rights, and the diversity of Australian society.

In this way, students develop an understanding of the heritage of their community and of their ability to contribute to it. They become aware of similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

Years 7–10

Curriculum focus: World and Australian history, the analysis and use of sources and historical interpretation

As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues.

Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and are keen to explore the nature of evidence and the contestability of ideas.

Through this history curriculum, students in Years 7–10 pursue broad questions such as: How do we know about the ancient past? What key beliefs and values emerged and how did they influence societies? How did the nature of global conflict change during the twentieth century? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through past and present debates.

Senior secondary years

Curriculum focus: World history, the evaluation of sources and historical debates

The senior secondary history curriculum consists of two courses: Ancient History and Modern History. These courses offer more opportunities for specialisation in learning, through electives.

In this curriculum, students further develop their capacity for historical inquiry and their ability to critically evaluate historians' claims by examining the sources on which those claims are based.

Curriculum structure: Foundation–Year 6 and Years 7–10

The curriculum structure at each year level (F–6) includes a description of the content focus and key inquiry questions. The curriculum provides opportunities for the content to be taught using specific local contexts.

The curriculum structure at each year level (7–10) includes a description of the content focus, key inquiry questions, overview of the historical period, and depth studies. The overview is designed to introduce the broad content and contexts for study. In addition, for Years 7–10 there are three depth studies that provide an opportunity to investigate aspects in greater depth and thus provide scope for the development of historical knowledge, understanding and skills. The curriculum provides opportunities for the content to be taught using specific local contexts. The study of history in Years 7–10 consists of four historical periods:

- the Year 7 curriculum focuses on history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BCE – c.650 CE); a period defined by the development of cultural practices and organised societies
- the Year 8 curriculum focuses on history from the end of the ancient period to the beginning of the modern period (c.650 – 1750); a span of human history marked by significant economic, religious and political change
- the Year 9 curriculum focuses on the making of the modern world and Australia from 1750 to 1918; an era of industrialism, nationalism and imperialism
- the Year 10 curriculum focuses on the history of the modern world and Australia from 1918 to the present; The twentieth century was an important period in Australia’s social, cultural, economic and political development.

The curriculum structure for the senior secondary courses in Ancient History and Modern History consists of four units for each course.

Achievement Standards

Across Foundation to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding, and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Year 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student’s response, and annotations identifying the quality of learning evident in the student’s response in relation to relevant parts of the achievement standard.

Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Diversity of Learners

Australian students have multiple, diverse, and changing needs that are shaped by individual learning histories and abilities as well as personal, cultural and language backgrounds and socio-economic factors.

ACARA is committed to the development of a high-quality curriculum for all Australian students that promotes excellence and equity in education. Teachers will use the Australian Curriculum to develop teaching and learning programs that build on student's current learning and which are not limited by an individual student's gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socio economic background or geographic location.

The Australian Curriculum is shaped by the propositions that each student can learn and that the needs of every student are important. The flexibility offered by the Australian Curriculum enables teachers to plan rigorous, relevant and engaging learning and assessment experiences for all students

The Australian Curriculum sets out the sequence of learning typically expected across the years of schooling Foundation to Year 10. The curriculum content, presented as content descriptions, specifies the knowledge, understanding and skills that young people are to be taught and are expected to learn across the years of schooling F – 10. Teachers make flexible use of instructional processes and assessment strategies to ensure that all students are able to access, and engage with the Australian Curriculum in ways that are rigorous, relevant and meaningful. The achievement standards describe a broad sequence of expected learning in terms of what students are typically able to understand and able to do. Teachers use the achievement standards to locate the students' current levels of achievement and then plan programs that build on, and account for the different abilities of students, their prior learning experiences, cultural and linguistic backgrounds, and the different rates at which they learn.

Students with disability

ACARA acknowledges the Disability Discrimination Act (1992) (DDA) and the Disability Standards for Education (2005), and its obligation as an education and training service provider to articulate the rights of students with disability to access, participate and achieve in the curriculum on the same basis as students without disability.

The objectives of the Australian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disability.

Students with disability can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills and understanding.

For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content and by necessity, how the student's progress is monitored, assessed and reported.

English as an additional language or dialect

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas- and Australian-born students whose first language is a language other than English
- students whose first language is an Aboriginal or Torres Strait Islander language, including creoles and related varieties, or Aboriginal English.

EAL/D students enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English.

The aims of the Australian Curriculum: History are ultimately the same for all students. However, EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the Australian Curriculum: History through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The **English as an Additional Language or Dialect: Teacher Resource** has been produced to support teachers as they develop teaching and learning programs using the Australian Curriculum. It describes four phases of language proficiency that will enable teachers to identify the typical language skills and understandings of their EAL/D students. Advice for teachers about cultural and linguistic considerations related to the Australian Curriculum: History and teaching strategies supportive of EAL/D students will help make the content of the curriculum accessible to EAL/D students. The EAL/D resource is available [here](#).

General capabilities

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

There are seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding.

In the Australian Curriculum: History, general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in History content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities depending on their choice of activities.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Students develop literacy capability as they learn how to build historical knowledge and to explore, analyse, question, discuss and communicate historical information, concepts and ideas. Historical texts typically include those that recount a sequence of events, present past events as a narrative, discuss concepts and ideas, and argue a point of view. These texts are often accompanied by graphics such as illustrations, maps, tables and timelines that provide significant information and are supported by references and quotations from primary and secondary sources.

Students understand that language varies according to context and they develop their ability to use language flexibly. This includes understanding and using the language features of historical texts including topic vocabulary, past tense verbs for recounting events, complex sentences to establish sequential or cause-and-effect relationships, the wide use of adverbs to describe places, people and events, and extended noun groups employing descriptive adjectives.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Students develop numeracy capability as they learn to organise and interpret historical events and developments. Students learn to analyse numerical data to make meaning of the past, for example to understand cause and effect, and continuity and change. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates to recall information on topics of historical significance and to illustrate the passing of time.

Information and Communication Technology (ICT) capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students develop ICT capability when they locate, process, analyse and communicate historical information. They use their ICT capability to access a range of digital sources of information; critically analyse evidence and historical trends; communicate, present and represent their learning; and collaborate, discuss and debate to co-construct their knowledge.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

Critical thinking is essential to the historical inquiry process because it requires the ability to question sources, interpret the past from incomplete documentation, develop an argument using evidence, and assess reliability when selecting information from resources. Creative thinking is important in developing new interpretations to explain aspects of the past that are contested or not well understood.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

As students gain understanding about human experience and develop skills of historical inquiry, they develop and use personal and social capability. This includes empathy, reflective practice, appreciation of the perspective of others, communication skills, teamwork, advocacy skills and a disposition to make a contribution to their communities and society more broadly.

The History curriculum enhances personal and social capability by providing opportunities for students to engage with understandings such as historical empathy, contestability, perspectives, cause and effect, and continuity and change.

Ethical behaviour

Students develop the capability to behave ethically as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical behaviour involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Students develop understanding of ethical behaviour as they critically explore the character traits, actions and motivations of people in the past that may be the result of different standards and expectations and changing societal attitudes. Students recognise that examining the nature of evidence deepens their understanding of ethical issues and investigate the ways that diverse values and principles have influenced human affairs.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Students learn about the perspectives, beliefs and values of people, past and present, and the importance of understanding their own and others' histories. This includes learning about the origins and development of Australia's national identity and the forging of its cultural heritage.

Students recognise the significance of Aboriginal and Torres Strait Islander peoples' histories and cultures. They have opportunities to learn about the contribution of migration from countries in Europe, Africa, the Middle East and the Asia-Pacific region, and the historic benefits and challenges of interacting with other countries and cultural groups in local, regional and international contexts. They learn about events and developments that have influenced diverse societies and cultural groups over time, and come to understand the nature, causes and consequences of cultural interdependence, dispossession and conflict. They refer to a range of sources portraying different cultural perspectives in order to develop historical understanding.

Cross-curriculum priorities

There are three cross curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

The Australian Curriculum: history values Aboriginal and Torres Strait Islander histories and cultures. It celebrates Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians.

Students will examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint. They will learn about Aboriginal and Torres Strait Islander Peoples prior to colonisation by the British, the ensuing contact and its impacts. They will examine key policies and political movements over the last two centuries. Students will develop an awareness of the significant roles of Aboriginal and Torres Strait Islander people in Australian society.

Asia and Australia's engagement with Asia

In the Australian Curriculum: History, the priority of Asia and Australia's engagement with Asia provides rich and engaging content and contexts for developing students' historical knowledge, understanding and skills.

The Australian Curriculum: History enables students to develop an understanding of histories of the diverse peoples of Asia and their contributions to the region and the world, and an appreciation of the importance of the region for Australia and the world. This happens as students learn about the importance of the traditions, beliefs and celebrations of peoples from the Asia region and through the study of ancient societies, trade, conflicts, progressive movements and migration to Australia by people from Asia.

In this learning area, students recognise the dynamic nature of socio-political relationships within the region over time, and the role that individuals, governments and other organisations play in shaping relationships between peoples and countries. They develop an appreciation of the history of Australia-Asia engagement and how this influences contemporary relationships within Australian society and relationships between Australia and the countries of Asia. Students also understand the ongoing role played by Australia and individual Australians, including Australians of Asian heritage, in major events and developments in the Asia region.

Sustainability

In the Australian Curriculum: History, the priority of sustainability provides a context for developing students' historical knowledge, understanding and skills. It assists students in understanding the forces that influence continuity and change.

The Australian Curriculum: History provides content that supports the development of students' world views, particularly in relation to judgments about past social and economic systems, and access to and use of the Earth's resources. It provides opportunities for students to develop an historical perspective on sustainability. Making decisions about sustainability to help shape a better future requires an understanding of how the past relates to the present, and needs to be informed by historical trends and experiences.

In this learning area, students develop understanding, for example, of the changes in environments over time, the role played by individuals and communities in protecting environments, the emergence of farming and settled communities, the development of the Industrial Revolution and the growth of population, the overuse of natural resources and the rise of environmental movements.

Links to the other learning areas

Learning in history involves the use of knowledge and skills learnt in other areas, particularly in English, mathematics and science

English

Strong connections exist between English and history, and literacy is essential to historical understanding. Through the study of history, students learn how to read texts with critical discernment and how to create their own texts that present the results of historical understanding clearly and logically. In their studies, they encounter representations of the past that demonstrate the power of language and symbol, and they learn to extend the range of their own expression. These skills are developed across a range of textual genres and formats, including art, photography, film, music, fiction and multimedia.

Mathematics

Much of the evidence and reasoning in historical understanding is quantitative: chronology, demography, economic activity, changes in the movement of peoples and in the size and reach of institutions. All of these call for an appreciation of numerical scale and proportion.

Science

A knowledge and understanding of history provides a useful context for student learning in science. The history of invention and discovery provides students with an awareness of the pace of scientific and technological development over time and its implications for the future. An understanding of the past provides opportunities to engage in an informed manner in present debates about, for example, the ethical use of technology and the management of the environment. This is relevant to content within the strand Science as a Human Endeavour in the Australian Curriculum: Science. The study of sources of evidence and the conservation of historical sites and materials broadens students' understanding of the various applications of science.

Implications for teaching, assessment and reporting

The Australian Curriculum: History employs a skills and inquiry-based model of teaching. The skills of historical inquiry are developed through teacher-directed and student-centred learning, enabling students to pose and investigate questions with increasing initiative, self-direction and expertise. In the teaching of history there should not be an artificial separation of content and process, nor a focus on historical method at the expense of historical knowledge. In Years 7–10 there is a particular emphasis on the use of overviews and depth studies, which draw on a range of historical contexts.

Students' interest in and enjoyment of history is enhanced through a range of different approaches such as the use of artefacts, museums, historical sites, hands-on activities and archives. Historical narrative is used so that students experience the 'story' in history, and this can be extended to investigations of cause and consequence, historical significance and contestability. Connections are made where appropriate between past and present events and circumstances to make learning more meaningful for students and to help students make sense of key ideas.

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at, and above the year level expectations) and that teachers plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is whether they have achieved below, at, or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).



Foundation Year

Personal and Family Histories

The Foundation curriculum provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.



The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. 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 should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions**. The key inquiry questions at this year level are:

- 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?

Historical Knowledge and Understanding

Personal and Family Histories	Elaborations
<p>Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)</p> 	<ul style="list-style-type: none"> • identifying the different members of a family, (for example mother, father, caregiver, sister, brother, grandparent, aunty, uncle, cousin) and creating simple family trees with pictures or photographs (if possible using ICT) to show the relationship between family members • naming family members, finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map
<p>The different structures of families and family groups today, and what they have in common (ACHHK002)</p> 	<ul style="list-style-type: none"> • considering a range of family structures, (for example nuclear families, only child families, large families, single parent families, extended families, blended families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages • using images and stories to identify similarities and differences between students' families and those of other children (in their class and in stories about children in other places, for example the countries of Asia) • exploring family structures of Aboriginal and Torres Strait Islander Peoples (for example where children belong to extended families in which there are specific roles and responsibilities to ensure safety and wellbeing)

How they, their family and friends commemorate past events that are important to them (ACHHK003)



- making a calendar of commemorative events that students, their family and friends celebrate, (for example birthdays, religious festivals (such as Easter, Ramadan, Buddha day, feast of Passover), family reunions and community commemorations (NAIDOC week, and ANZAC day) and discussing why they are important
- discussing 'Welcome to Country' and recognising that the country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)



- 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 home, describing its importance to the family (for example photographs, old toys, statues, medals, artwork, jewellery) 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)

Historical Skills

Chronology, terms and concepts

Elaborations

Sequence familiar objects and events (ACHHS015)



- ordering significant personal events or milestones using photographs or drawings (such as walking, talking, the birth of a sibling, moving house, an illness, an achievement, first day at school)

Distinguish between the past, present and future (ACHHS016)



- using simple terms to denote time when students talk about their experiences (for example 'then', 'now', 'yesterday', 'today', 'tomorrow')

Historical questions and research

Elaborations

Pose questions about the past using sources provided (ACHHS017)



- inquiring from members of their families where they were born and raised
- posing questions about family or about personal photographs, for example 'How old was I?' 'Where was I?' 'What was I doing?'
- posing questions about artefacts, for example 'Is it old or new?' 'What was it used for?'





Analysis and use of sources

Elaborations

Explore a range of sources about the past (ACHHS018)



- identifying relevant features of photographs of family and friends
- describing interesting features of objects and photographs connected to the past

Identify and compare features of objects from the past and present (ACHHS019)	<ul style="list-style-type: none"> distinguishing between what is old and what is new, using such clues as the condition of the object suggesting ideas about what objects from the past may have been used for comparing objects from the past with those of the present, using comparative language such as 'older', 'newer' (for example 'This toy is older'; 'That computer game is more fun than...')
	
Perspectives and interpretations	Elaborations
Explore a point of view (ACHHS020)	<ul style="list-style-type: none"> inviting parents, grandparents and elders into the classroom to communicate about their childhoods and comparing their favourite toys with those of children today
	
Explanation and communication	Elaborations
Develop a narrative about the past (ACHHS021)	<ul style="list-style-type: none"> retelling a story about a significant event a student's family celebrates or commemorates such as birthdays, weddings, christenings, religious festivals relating a story about their own life or describing an event they have experienced (orally or through pictures and photographs)
	
Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)	<ul style="list-style-type: none"> representing ideas and creating imaginative responses through talking, drawing and play
	

Foundation Year achievement standard

By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.

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

Year 1

Present and Past Family Life

The Year 1 curriculum provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time.


The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. 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 should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions. The key **inquiry questions** at this year level are:

- 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?

Historical Knowledge and Understanding

Present and Past Family Life	Elaborations
Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028) 	<ul style="list-style-type: none"> • comparing families in the present with those from the recent past (the families of parents and grandparents) in terms of their size and structure (for example the different types of family such as nuclear, single parent, blended) • discussing kinship as an important part of relationships and family structures in Aboriginal and Torres Strait Islander societies (for example the extent of a kinship system and the way in which it influences people's relationships, obligations and behaviour towards each other) • 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 outside the home, washing, cooking, cleaning, gardening, child care)

How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)



- discussing, 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' and 'then'
- discussing how some cultures, for example the Chinese, describe a child as being one year old on the day they are born
- identifying dates and changes that have personal significance (for example birthdays, 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 children's cultural backgrounds
- examining Aboriginal and Torres Strait Islander seasonal calendars (for example the Gagadju (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, including family traditions, leisure time and communications. (ACHHK030)



- examining and commenting on photographs and oral histories (for example talking to parents, grandparents and other elders) to find out how daily lives have changed

Historical Skills

Chronology, terms and concepts

Sequence familiar objects and events (ACHHS031)



Elaborations

- using visual sequences of time such as a 'days of the week' chart, a class timetable or a calendar and marking significant dates on them
- creating a timeline, slideshow or story using photos

Distinguish between the past, present and future (ACHHS032)



- identifying vocabulary of the past (for example words for objects from childhood games and leisure such as jacks, elastics, record player, transistor) when making then/now comparisons
- using terms to denote time (for example 'then', 'now', 'yesterday', 'today', 'past', 'present', 'generations')

Historical questions and research

Elaborations

Pose questions about the past using sources provided (ACHHS033)	<ul style="list-style-type: none"> inquiring from parents and members of older generations about past and present families (for example number of children, number of people living in the household, roles of the parents and children) discussing what life was like for their parents and grandparents by examining everyday objects (for example telephone, radio, cooking utensils, toys), photos and stories from the past, using 'What'? 'How'? 'When'? 'Why?' questions
Analysis and use of sources	Elaborations
Explore a range of sources about the past (ACHHS034)	<ul style="list-style-type: none"> discussing with parents and grandparents about life in the past exploring stories from and about the past (for example letters, diaries, radio or television programs)
Identify and compare features of objects from the past and present (ACHHS035)	<ul style="list-style-type: none"> comparing objects from the past with the present to identify similarities and differences (for example toys, whitegoods, televisions, radios)
Perspectives and interpretations	Elaborations
Explore a point of view (ACHHS036)	<ul style="list-style-type: none"> representing similarities and differences between students' daily lives and those of their parents and grandparents in graphic form (for example Venn diagram, y-chart)
Explanation and communication	Elaborations
Develop a narrative about the past. (ACHHS037)	<ul style="list-style-type: none"> relating a story about life in their parent's or grandparent's time (orally or through pictures and photographs) describing their families or an event that has personal significance
Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038)	<ul style="list-style-type: none"> representing ideas and creating imaginative responses through writing, roleplay, speaking, drawing

Year 1 achievement standard

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Year 2

The Past in the Present

The Year 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. 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 should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions**. The key inquiry questions at this year level are:

- 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?

Historical Knowledge and Understanding

The Past in the Present	Elaborations
<p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)</p>	<ul style="list-style-type: none"> • 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 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, audio visual material, digital sources, letters, photographs) and relating a story which these reveal about the past
<p>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)</p>	<ul style="list-style-type: none"> • 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 people, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people (for example engraving sites, rock paintings, natural sites or features such as the Birragai rock shelter, creeks or mountains) • identifying and designing a local historical tour of a site (for example one related to a particular cultural group)

The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)



- 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 television, transistors, FM radio and digital technologies)
- identifying where the technology used in their grandparents' childhoods was made compared with the technology they use today
- 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

Historical Skills

Chronology, terms and concepts

Elaborations

Sequence familiar objects and events (ACHHS047)



- ordering key events in the history of the local community using photographs and annotations

Distinguish between the past, present and future (ACHHS048)



- using terms to denote the passing of time in speech and writing (for example 'in the past', 'years ago', 'the olden days', 'in the future')
- identifying signs of the past in photographs and other visual representations and using the correct term for these features – for example 'war memorial', 'museum'

Historical questions and research

Elaborations

Pose questions about the past using sources provided (ACHHS049)



- developing inquiry questions about a site (for example 'What does it look like now?' 'What condition is it in?' 'How might its use have changed?' 'What was its purpose?' 'How was it built/created?' 'How was it paid for?' 'What is its use and importance in the present?')
- structuring questions using appropriate verb tenses (for example in the question: 'What games did children play before electricity?', the helping verb 'did' is in the past)

Analysis and use of sources

Elaborations

Explore a range of sources about the past. (ACHHS050)



- locating historical evidence of the local community including signs of the past in the present (for example place and street names, monuments, built and non-built historical landmarks)
- examining sources such as photographs, newspapers, stories and maps to learn about the past (some of these may be online and can be located through state and local library websites)

Identify and compare features of objects from the past and present (ACHHS051)



- identifying place and street names in the local community and discovering their origin and meaning (for example names that are linked to Aboriginal and Torres Strait Islander people, such as Eurobodalla National Park; historical events such as Deadman's Creek, early settlers, and political, religious and social figures)
- identifying features of a site (such as dates, decorations and plaques on buildings) that reveal its past

Perspectives and interpretations

Elaborations

Explore a point of view (ACHHS052)



- examining a point of view about changes to the built and natural environment and to daily lives over time

Explanation and communication

Elaborations

Develop a narrative about the past (ACHHS053)



- composing stories to compare past and present daily life (for example by using software to create a soundscape of the local area and a digital camera to take photographs of this area in the present and by using photographs to show images of the past)
- describing a significant person or place from their community's past (for example a short report on a building of significance describing when, where, why, who built it, and why it is valued; or a biography on a significant individual)

Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)



- representing ideas and creating imaginative responses through visual images as well as written and spoken descriptions and narratives

Year 2 achievement standard

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present.

Students develop a narrative about the past using a range of texts.

Year 3

Community and Remembrance

The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.



The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**. 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 should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions**. The key inquiry questions at this year level are:

- 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?

Historical Knowledge and Understanding

Community and Remembrance	Elaborations
<p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (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) (ACHHK060)</p> 	<ul style="list-style-type: none"> • identifying the language groups of Aboriginal and Torres Strait Islander peoples who belong to the local area and explaining the relationship between language, country, place and spirituality • 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
<p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)</p> 	<ul style="list-style-type: none"> • investigating a development in the local community from the time of European settlement to the present day (for example through photographs, newspapers, oral histories, diaries and letters) • comparing photographs from both the past and present of a specific location to identify the nature of change or continuity (that is key similarities and differences)

The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)



- using local sites, museums and online collections (for the local area or state/territory) to identify the cultural groups within the local community and their influence over time (for example as reflected in architecture, commercial outlets and religious buildings) and comparing the development of the local community with another community

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. (ACHHK063)



- 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, coat of arms) and discussing their origins 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)
- recognising the significance of other days or weeks including the Anniversary of the National Apology to Australia's Indigenous Peoples (2008)

Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)



- comparing the significance of national days in different countries, looking at why they developed and elements they have in common
- viewing on the internet videos of celebrations of significant days, such as Independence Day in Greece
- investigating the origins and significance of international celebrations or commemorations (for example the International Day of Peace) and of celebrations important to particular cultural groups in Australia and in other countries

Historical Skills

Chronology, terms and concepts

Sequence historical people and events (ACHHS065)



Elaborations

- developing an annotated timeline or other visual representation of key stages of settlement, which features local, regional or state events and people of historical significance







Use historical terms (ACHHS066)



- using historical terms (such as immigration, exploration, development, settlement and naming days of commemoration and emblems) when speaking, writing, and illustrating
- using acronyms (for example NAIDOC, ANZAC) and understanding their meaning

Historical questions and research

Elaborations

Pose a range of questions about the past (ACHHS067)	<ul style="list-style-type: none"> • posing appropriate questions when investigating the contribution that individuals and groups have made to the development of the local community ('Who?' 'What?' 'When?' 'Where?' 'Why?') • posing appropriate questions when investigating the establishment of a local community ('How did people settle?' 'Who were they?' 'Why did they come to the area?')
	
Identify sources (ACHHS215)	<ul style="list-style-type: none"> • identifying sources to investigate change in the community in the past, such as photographs, maps, and the remains of buildings
	
Analysis and use of sources	Elaborations
Locate relevant information from sources provided (ACHHS068)	<ul style="list-style-type: none"> • analysing a range of sources (for example photographs, maps, oral histories) to locate information about the people, places and events in their community's present and past • using information technologies to organise information and make connections (for example creating tables in word processing software, concept mapping)
	
Perspectives and interpretations	Elaborations
Identify different points of view (ACHHS069)	<ul style="list-style-type: none"> • identifying the meaning of celebrations from different perspectives (for example Australia Day for Aboriginal and Torres Strait Islander peoples compared with Anglo-Australians)
	
Explanation and communication	Elaborations
Develop texts, particularly narratives (ACHHS070)	<ul style="list-style-type: none"> • writing narratives about the community's past based on researched facts, characters and events • composing historical texts (for example a biography on a noteworthy individual or group, a report on a significant event)
	
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)	<ul style="list-style-type: none"> • creating and editing a presentation (for example one that includes text, images and sounds) to record and explain the past • creating an oral, written, pictorial or digital representation to reflect the diverse 'character' of the community today
	

Year 3 achievement standard

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Year 4

First Contacts

The Year 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.


The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**. 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 should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

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 at this year level are:

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and/or 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/or Torres Strait Islander Peoples and early traders, explorers and settlers?

Historical Knowledge and Understanding

First Contacts	Elaborations
<p>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077)</p> 	<ul style="list-style-type: none"> • examining early archaeological sites (for example Nauwalabila, Malakunanja, Devil's Lair, Lake Mungo, Preminghana) that show the longevity of the Aboriginal people • mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia, with particular emphasis on the local area and state/territory • investigating pre-contact ways of life of the Aboriginal people and/or Torres Strait Islanders; their knowledge of their environment including land management practices; their sense of the interconnectedness of Country/Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things) • 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. (ACHHK078)



- identifying key individuals and groups who established contacts with Africa, the Americas, Asia and Oceania during the age of discovery; examining the journey of one or more of these explorers (for example Christopher Columbus, Vasco de Gama, Ferdinand Magellan) using internet mapping tools, and examining their impact on one society
- using navigation maps to reconstruct the journey of one or more explorers
- investigating networks of exchange between different groups of people

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)



- discussing 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
- discussing the treatment of prisoners at that time, and past and present views on the colonisation of Australia; investigating the daily lives and social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080)



- 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 with the Aboriginal and Torres Strait Islander peoples' relationship with the land and sea, and how this affected relations between them
- exploring early contact history with the British (for example Pemulwuy or the Black War) and the impact that British colonisation had on the lives of Aboriginal people (dispossession, dislocation and the loss of lives through conflict, disease, loss of food sources and medicines)
- exploring 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

Historical Skills

Chronology, terms and concepts

Sequence historical people and events (ACHHS081)









Elaborations

- placing key events and people of early contact history in chronological order by creating timelines and explaining the sequence

Use historical terms (ACHHS082)



- using historical terms when talking about the past (for example 'penal', 'transportation', 'navigation', 'frontier conflict', 'colonisation')
- identifying the origins of place names in Australia (for example those named by French explorers, Aboriginal place names)

Historical questions and research	Elaborations
Pose a range of questions about the past (ACHHS083) 	<ul style="list-style-type: none"> generating questions about the diversity and antiquity of Aboriginal and Torres Strait Islander peoples, and the nature of contact in early Australia (for example 'Who?' 'What?' 'When?' 'Where?' 'Why?' questions) posing questions about explorers (for example 'Who were they?' 'Where were they from?' 'Where did they go?' 'What did they do?') posing questions about the First Fleet (for example 'Why did the First Fleet travel to Australia?' 'Who was on it?' 'What were their stories?' 'What was the journey like?')
Identify sources (ACHHS216) 	<ul style="list-style-type: none"> identifying sources to investigate the story of the First Fleet and its arrival, such as paintings, maps, written records/accounts
Analysis and use of sources	Elaborations
Locate relevant information from sources provided (ACHHS084) 	<ul style="list-style-type: none"> finding historical information to determine the nature of colonial settlement, the impact of significant events and the role of individuals in shaping a colony
Perspectives and interpretations	Elaborations
Identify different points of view (ACHHS085) 	<ul style="list-style-type: none"> exploring different stories about contact experiences and early penal life to discover the thoughts or feelings of the people at that time (for example convicts, Aboriginal and Torres Strait Islander people, convict guards, free settlers)
Explanation and communication	Elaborations
Develop texts, particularly narratives (ACHHS086) 	<ul style="list-style-type: none"> listing key events and people's experiences and linking them together to form a narrative about the past recounting the experiences of an individual based on researched facts (for example a biography, diary or journal of a navigator or convict on the First Fleet)
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087) 	<ul style="list-style-type: none"> creating charts, pictorial stories, maps, digital and oral presentations to explain the past making a podcast that features a story from the First Fleet

Year 4 achievement standard

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

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Year 5

The Australian Colonies

The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**.








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 should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

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 at this year level are:

- 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?

Historical Knowledge and Understanding

The Australian Colonies	Elaborations
Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)  	<ul style="list-style-type: none"> • 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. (ACHHK094)     	<ul style="list-style-type: none"> • 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, language, housing and childrens' 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 • investigating the impact of settlement on the environment (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 a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)



- 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)
- 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 from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)



- 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; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)



- investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example groups such as explorers or pastoralists; or individuals such as Blaxland, Lawson and Wentworth, G.J.Macdonald, Elizabeth and John Macarthur, Caroline Chisholm, Saint Mary Mackillop, Peter Lalor, James Unaipon)
- exploring the motivations and actions of an individual or group that shaped a colony

Historical Skills

Chronology, terms and concepts

Sequence historical people and events (ACHHS098)



Elaborations

- compiling an annotated timeline showing key stages in the development of colonial Australia including the date of European settlement in each state, the date the colony was established, the date of self-government







Use historical terms and concepts (ACHHS099)



- using historical terms (such as the gold era, the Eureka Stockade, the Myall Creek Massacre, colony)
- understanding the key concepts related to the content such as settlement, expansion, migration, protection, development, rural, urban)

Historical questions and research

Elaborations

Identify questions to inform an historical inquiry (ACHHS100)	<ul style="list-style-type: none"> developing key questions about the local community or region (for example: 'Why was the area settled?' 'What people came to live in the area?' 'How did they make their living?' 'How did men, women, and children live?')
	
Identify and locate a range of relevant sources (ACHHS101)	<ul style="list-style-type: none"> using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry (for example primary sources such as stories, songs, diaries, official documents, artworks) understanding the internet domain names 'com', 'edu', 'gov' as indicators of the provenance of a source visiting a local cemetery and surveying the graves to find clues about the patterns of settlement, ages and causes of death in the local area
	
Analysis and use of sources	Elaborations
Locate information related to inquiry questions in a range of sources (ACHHS102)	<ul style="list-style-type: none"> finding relevant historical information about colonial Australia from primary and secondary sources using pro formas and datasheets to develop questions, and record information and sources/references
	
Compare information from a range of sources (ACHHS103)	<ul style="list-style-type: none"> examining two sources of evidence to identify similarities and/or differences, and describing what they reveal about the past checking publication dates to put information contained in a text in historical context (for example a 1965 Australian history book may provide a different perspective to one published in 2010)
	
Perspectives and interpretations	Elaborations
Identify points of view in the past and present (ACHHS104)	<ul style="list-style-type: none"> identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences)
	
Explanation and communication	Elaborations
Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)	<ul style="list-style-type: none"> using sources to develop narratives (for example reasons for the establishment of colonies, effects of key developments and events on colonies, the impact of significant groups or individuals on development) using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story creating visual, oral or written journals reflecting the daily life experiences of different inhabitants of a convict or colonial settlement
	

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)



- using ICT to create presentations which are suitable for the target audience and include text, images and/or audiovisuals.
 - using communication technologies to exchange information and to foster a collaborative response (for example a wiki)
-

Year 5 achievement standard

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

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Year 6

Australia as a nation

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 experiences of democracy and citizenship over time. Students understand the significance of Australia's British heritage, the Westminster system, and other models that influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**.


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 should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

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 at this year level are:

- 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?

Historical Knowledge and Understanding

Australia as a Nation	Elaborations
<p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. (ACHHK113)</p> 	<ul style="list-style-type: none"> • 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 from 1898 to 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 people and/or Torres Strait Islanders, migrants, women, and children. (ACHHK114)



- the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by their early classification as flora and fauna, 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 internment camps during World War II; assimilation policies, anti-discrimination legislation, 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 the nature of their food and shelter, education and contacts with family)

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)



- comparing push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees)
- exploring individual narratives using primary sources (for example letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources
- 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, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)



- 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, and using digital technologies to process and record this data
- 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 Australian Living Treasures list or from the Australian Dictionary of Biography)

Historical Skills

Chronology, terms and concepts

Elaborations

Sequence historical people and events.
(ACHHS117)



- placing key events, ideas, movements and people of the twentieth century in chronological sequence
- using timelines to describe past events and changes
- identifying and developing a timeline of world unrest that contributed to migration in the 1900s (for example the World Wars, the Vietnam War, the war in the former Yugoslavia, the Tiananmen Square massacre, the war in Sudan)

Use historical terms and concepts (ACHHS118)



- using historical terms and concepts related to the content such as 'democracy', 'federation', 'empire', 'immigration', 'heritage', 'diversity', 'enfranchisement', 'suffrage'

Historical questions and research

Elaborations

Identify questions to inform an historical inquiry
(ACHHS119)



- developing key questions about the birth of Australian democracy and the experiences of citizenship for women, migrants and Aboriginal and Torres Strait Islander people
- developing key questions about immigration such as: 'What were the main reasons people migrated to Australia?' 'Who migrated?' 'Where did they come from?' 'What impact have they had on the character of Australian society?'

Identify and locate a range of relevant sources
(ACHHS120)



- using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry
- identifying community or family members who migrated to Australia and conducting an interview to learn about their experiences; understanding that different questions elicit different kinds of answers (for example the difference between a closed and open question – 'Did you like Australia when you first arrived?' compared with 'How did you feel about Australia when you first arrived?')
- retrieving census data to construct arguments for and against migration

Analysis and use of sources

Elaborations

Locate information related to inquiry questions in a range of sources. (ACHHS121)



- finding relevant historical information in primary and secondary sources (for example related to the rights and status of women as well as Aboriginal and Torres Strait Islander peoples and the experiences of migrants)
- using pro formas and datasheets to develop questions and record information and sources about the movement of people to Australia in the twentieth century and the increasing cultural diversity of present day Australia

Compare information from a range of sources.
(ACHHS122)



- examining a range of sources of evidence to identify similarities and/or differences and describing what they reveal about the past (for example comparing information in sources to determine views on the effects of migration on the development of Australian society)
- checking publication dates to put in historical context the information contained in the text (for example comparing a 1965 Australian history book and a 2010 refugee website to identify different perspectives)

Perspectives and interpretations

Elaborations

Identify points of view in the past and present
(ACHHS123)



- analysing the language used in sources to identify values and attitudes (for example 'new Australians', 'boat people')
- analysing sources to identify persuasive techniques such as modality (for example 'would', 'could', 'may', 'might') and the use of the passive voice to cover a lack of sources (for example 'it is claimed that' rather than the active voice 'Tim Flannery claims that...')

Explanation and communication

Elaborations

Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)



- developing narratives based on information identified from a range of sources (using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story)
- combining literary and informational language (for example 'Standing on a cold windy pier in Kythera, Dimitri waved goodbye to his crying mother.');
- evocative language and complex narrative structures and factual vocabulary and simple and compound sentence structures (for example 'It was 1956 and Greece was recovering from a long civil war.')
- composing historical texts (for example information reports, expository texts, persuasive texts, recounts, biographies)

Use a range of communication forms (oral, graphic, written) and digital technologies
(ACHHS125)



- developing charts, graphs, tables, digital presentations, written and oral presentations to explain the past using ICTs.
- creating a digital story, using text, images and audio/visual material, to record migrant experiences

Year 6 achievement standard

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

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 including Australia, Egypt, Greece, Rome, China and India.

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 should 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.

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 at this year level 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?

Historical Knowledge and Understanding

Overview

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. An overview will constitute approximately 10% of the total teaching time for the year. 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.



- 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)



- 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 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 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)



- 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. A depth study elective will constitute approximately 30% of the total teaching time for the year. 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



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 (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 the 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 radio-carbon 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

The 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 Hapi (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)

The 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 Rameses II's peace treaty with the Hittites)

The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses 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

The 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

The 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

The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there. (ACDSEH004)



Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion. (ACDSEH038)



The 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)



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)



The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131)



- describing the methods used by the Romans to manage resources (for example the water supply through aqueducts and plumbing systems)
- 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)
- 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)
- 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)
- 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: China or India

India

The 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, 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 society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion. (ACDSEH044)



The 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)



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)



The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133)



OR

China

The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)



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)



The 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)



- 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
- investigating the significant beliefs, values and practices of Indian society associated with for example, rites of passage for boys and men; rites of passage for girls and women; marriage rites (for example, the role of the family, 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)
- 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
- 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
- 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
- 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)
- 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) 	<ul style="list-style-type: none"> identifying the approximate beginning and end dates of ancient societies and the periods of time when they coexisted
Use historical terms and concepts (ACHHS206) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> discussing the difficulties in identifying the origin and purpose of some sources (for example the Kimberley Bradshaw paintings) 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?' 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> identifying the possible meaning of images and symbols in primary sources identifying the perspective in a historical source, such as the saying of Confucius that, '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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> creating an audio-visual 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 an 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 study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. 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 should 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.

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 at this year level 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?

Historical Knowledge and Understanding

Overview

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the year. 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



- 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)



- 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
- 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)
- 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 Spain in the Americas)
- 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).



- 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 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. A depth study will constitute approximately 30% of the total teaching time for the year. 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 The Western and Islamic World

Elaborations

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)

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)



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 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)
- 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)

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 (the 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, Pieta); 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)



Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)



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)



The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)



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)



- 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)
- 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)
- explaining the attacks on monasteries, for example Lindisfarne (793 CE) and Iona (795 CE) and reviewing the written accounts by monks that contributed to the Vikings' reputation for pillage and violence
- 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))
- 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
- 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
- outlining inventions and developments in the Islamic world (for example the astrolabe, public hospitals and libraries 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

The 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)

The reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)



- explaining how being revered as the 'god-king' or 'deva-rajā' 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

The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)



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)



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)



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)



The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)



Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)



OR

The Polynesian expansion across the Pacific (c.700 – 1756)

- describing the main features of the water management system at Angkor (for example the extensive use of reservoirs and canals)

- outlining 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 arrival of the Black Death and the breakdown of Angkor's water management system)

- 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)

- 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

- 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)

- 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 CE that restored imperial rule to Japan

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 society (Rapa Nui) 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

The 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)

3 Expanding contacts

Elaborations

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 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, including life in China before, during and after the Mongol conquest (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 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)

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

The 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 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

Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)



- 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 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 Hernan Cortes and the Aztecs, as well as the siege of Tenochtitlan

The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe (ACDSEH075)



- outlining the impact of Spanish conquest on the Americas (for example the spread of disease due to the lack of immunity; the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe)








The longer-term effects of colonisation, including slavery, population changes and lack of control over resources (ACDSEH076)



- 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, and political inequality)

Historical Skills

Chronology, terms and concepts	Elaborations
Sequence historical events, developments and periods (ACHHS148) 	<ul style="list-style-type: none"> placing historical events in sequence in order 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> using scaffolds illustrating the structural and language features of particular text types (for example descriptions and explanations) in order to create a text that communicates specific findings about the past
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157) 	<ul style="list-style-type: none"> creating an oral presentation, supported by audio-visual 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 an 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 should 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.

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 at this year level 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?

Historical Knowledge and Understanding

Overview

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the year. 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



- 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)



- 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



- 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



- 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. A depth study will constitute approximately 30% of the total teaching time for the year. 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 Movement of peoples or Progressive ideas and movements. 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 (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia (ACDSEH017)



- mapping the British Empire c.1800 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

The population movements and changing settlement patterns during this period (ACDSEH080)



- describing the growth of cities as men, women and children moved to the cities to find employment
- 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)

The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism (ACDSEH086)



- investigating 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 from, for example, workers, entrepreneurs, land owners, religious groups (ACDSEH087)



- explaining how religious groups responded to the ideas in Charles Darwin's 1859 book *On the Origin of Species*

The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)



- discussing the rise of nationalist sentiment in Australia in the mid- to late nineteenth century

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)



The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)



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)



The short and long-term impacts of the movement of peoples during this period (ACDSEH085)



- 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

- investigating sources that record the reactions of new arrivals to other countries in this period (for example responses to the natural environment and climate)

- 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

- evaluating the effects of the movement of peoples on the indigenous and immigrant populations

2 Australia and Asia

Elaborations

Students investigate the history of Australia OR an Asian society in the period 1750 – 1918 in depth.

Asia and the world

The key features (social, cultural, economic, political) of ONE Asian society (such as China, Japan, India, Dutch East Indies, India) at the start of the period (ACDSEH093)



Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094)



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)



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)



- identifying the territorial extent of Qing China, the role and influence of the Emperor, and the nature of literature, art and architecture at the time

- describing the British Raj and the forms of British influence in India (for example the building of roads, an extensive railway network, schools and Christian missions)

- investigating the confrontation between Japan and Western powers (for example the Russo-Japanese war) and the emergence of Japan as a major world power

- 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.

The 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 events and ideas in the development of Australian self-government and democracy, including women's voting rights (ACDSEH091)



- explaining the factors that contributed to federation and the development of democracy in Australia, including defence concerns, the 1890s depression, nationalist ideals, egalitarianism, the Westminster system

Legislation 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

3 World War I

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 peoples during the war

The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) (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)










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
<p>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)</p>	<ul style="list-style-type: none"> • 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
<p>Use historical terms and concepts (ACHHS165)</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> recognising that historical interpretations may be provisional examining different accounts of eighteenth-century journey to Australia (for example ships' logs, diaries, recorded testimonies of convicts and officers, both male and female), 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) 	<ul style="list-style-type: none"> 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
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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 an 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 should 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.

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 at this year level 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?

Historical Knowledge and Understanding

Overview

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the year. 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



- 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



- 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



- 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



- 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



- 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. A depth study will constitute approximately 30% of the total teaching time for the year. 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

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)

An 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 from 1942–45; the Russians reaching Berlin in 1945)
- identifying key events in the Asia-Pacific theatre of war (for example the Japanese attack on Pearl Harbour in 1941; the fall of Singapore in 1942; the American victory at the Battle of Midway in 1942)

An 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

The 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

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 H.V. 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 peoples 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 The environment movement or Migration experiences.

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)

The 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 (notion of 'Gaia', 'limits to growth', concept of 'sustainability', concept of 'rights of nature') (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 from 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 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
<p>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)</p>	<ul style="list-style-type: none"> • 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
<p>Use historical terms and concepts (ACHHS183)</p>	<ul style="list-style-type: none"> • defining and using terms and concepts such as 'liberation', 'human rights', 'popular culture' and 'contestability'
Historical questions and research	Elaborations
<p>Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)</p>	<ul style="list-style-type: none"> • 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
<p>Evaluate and enhance these questions (ACHHS185)</p>	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available
<p>Identify and locate relevant sources, using ICT and other methods (ACHHS186)</p>	<ul style="list-style-type: none"> • locating sources for recording oral histories (for example Vietnam War veterans, recent migrants) • 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)	<ul style="list-style-type: none"> • using data from immigration records and processing it 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • analysing the views of both 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)	<ul style="list-style-type: none"> • 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 tours 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)	<ul style="list-style-type: none"> • 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)
Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)	<ul style="list-style-type: none"> • 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 an 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.



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)

Artefacts

something made or shaped by humans for their use, such as a stone tool, a metal sword, a plastic toy

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 that extends 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. See the glossary term for CE.

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, '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. See the glossary term for BCE.

Chronology

chronology is the study of time. In history, chronology involves the arrangement of events in order, as in a timeline.

Concepts

a concept refers to 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 and Place

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.

Continuity and change

aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time and concepts such as progress and decline may be used to evaluate continuity and change.

Demography

the study of the characteristics of human populations, such as size, age profile and life expectancy

Depth study

a depth study is a detailed study of specific aspects of an historical period, for example a particular society, event, movement or development. It provides students with the opportunity to develop and apply the concepts and skills of historical inquiry. A depth study commonly employs investigation of a range of sources, and may include site and museum visits.

Empathy

empathy is 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

Empire

an empire exercises political, economic and cultural rule or control over other peoples and nations, such as the Roman Empire and the British Empire

Evidence

in History, evidence is the information obtained from sources that is valuable for a particular inquiry (for example the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of the society). Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion.

Historical inquiry

historical inquiry is the 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

imperialism is the process whereby rule or control is established and maintained over other peoples and nations

Industrialism

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

Interpretation

an interpretation is 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.

Medieval

is 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

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

Narrative

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 (such as the course of events during the Second World War)

Nationalism

nationalism is the feeling of belonging to a people, a place and a common culture. When the nation becomes the primary loyalty, it gives rise to movements of national independence.

Oral histories

people's spoken recollections of the past, recorded through an audio or video interview

Overview

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.

Perspective

a person's perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. For example a convict girl and an Aboriginal Elder would have had quite different perspectives on the arrival of the First Fleet in Australia. Historians also have perspectives and this can influence their interpretation of the past.

Primary sources

in History, primary sources are 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, first-hand accounts are analysed by the historian to answer questions about the past.

Quantitative

capable of being measured and expressed in numerical terms, such as the numbers 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

Secondary sources

in History, secondary sources are 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

the importance that is assigned to particular aspects of the past, eg events, developments, movements and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of 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? How relevant is it to the contemporary world?

Source

any written or non-written materials that can be used to investigate the past, for example coins, photographs, letters, gravestones, buildings. A source becomes 'evidence' if it is of value to a particular inquiry.

Sustainability

supports the needs of the present without compromising the ability of future generations to meet their own needs.

Terms

a word or phrase used to describe abstract aspects or features of the past (for example colonisation, revolution, imperialism, democracy) and more specific features such as a pyramid, gladiator, temple, rock shelter

		Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Historical Skills	Chronology, terms and concepts	Sequence familiar objects and events Distinguish between the past, present and future			Sequence historical people and events Use historical terms		Sequence historical people and events Use historical terms and concepts		
	Historical questions and research	Pose questions about the past using sources provided			Pose a range of questions about the past Identify sources		Identify questions to inform an historical inquiry Identify and locate a range of relevant sources		
	Analysis and use of sources	Explore a range of sources about the past Identify and compare features of objects from the past and present			Locate relevant information from sources provided		Locate information related to inquiry questions in a range of sources Compare information from a range of sources		
	Perspectives and interpretations	Explore a point of view			Identify different points of view		Identify points of view in the past and present		
	Explanation and communication	Develop a narrative about the past Use a range of communication forms (oral, graphic, written, role play) and digital technologies			Develop texts, particularly narratives Use a range of communication forms (oral, graphic, written) and digital technologies		Develop texts, particularly narratives and descriptions, which incorporate source materials Use a range of communication forms (oral, graphic, written) and digital technologies		

		Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Historical Skills	Chronology, terms and concepts	Sequence historical people and events Use historical terms and concepts		Sequence historical events, developments and periods Use historical terms and concepts		Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places Use historical terms and concepts	
	Historical questions and research	Identify questions to inform an historical inquiry Identify and locate a range of relevant sources		Identify a range of questions about the past to inform an historical inquiry Identify and locate relevant sources, using ICT and other methods		Identify and select different kinds of questions about the past to inform historical inquiry Evaluate and enhance these questions Identify and locate relevant sources, using ICT and other methods	
	Analysis and use of sources	Locate information related to inquiry questions in a range of sources Compare information from a range of sources		Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources		Identify the origin, purpose and context of primary and secondary sources Process and synthesise information from a range of sources for use as evidence in an historical argument Evaluate the reliability and usefulness of primary and secondary sources	
	Perspectives and interpretations	Identify points of view in the past and present		Identify and describe points of view, attitudes and values in primary and secondary sources		Identify and analyse the perspectives of people from the past Identify and analyse different historical interpretations (including their own)	
	Explanation and communication	Develop historical texts, particularly narratives and descriptions, which incorporate source materials Use a range of communication forms (oral, graphic, written) and digital technologies		Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) and digital technologies		Develop texts, particularly explanations and discussions that use evidence from a range of sources that are referenced Select and use a range of communication forms (oral, graphic, written) and digital technologies	

	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year level focus	Personal and family histories	Present and past family life	The past in the present	Community and remembrance	First contacts	The Australian colonies	Australia as a nation
Key questions	<p>What is my history and how do I know?</p> <p>What stories do other people tell about the past?</p> <p>How can stories of the past be told and shared?</p>	<p>How has family life changed or remained the same over time?</p> <p>How can we show that the present is different from or similar to the past?</p> <p>How do we describe the sequence of time?</p>	<p>What aspects of the past can you see today? What do they tell us?</p> <p>What remains of the past are important to the local community? Why?</p> <p>How have changes in technology shaped our daily life?</p>	<p>Who lived here first and how do we know?</p> <p>How has our community changed? What features have been lost and what features have been retained?</p> <p>What is the nature of the contribution made by different groups and individuals in the community?</p> <p>How and why do people choose to remember significant events of the past?</p>	<p>Why did the great journeys of exploration occur?</p> <p>What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?</p> <p>Why did the Europeans settle in Australia?</p> <p>What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?</p>	<p>What do we know about the lives of people in Australia's colonial past and how do we know?</p> <p>How did an Australian colony develop over time and why?</p> <p>How did colonial settlement change the environment?</p> <p>What were the significant events and who were the significant people that shaped Australian colonies?</p>	<p>Why and how did Australia become a nation?</p> <p>How did Australian society change throughout the twentieth century?</p> <p>Who were the people who came to Australia? Why did they come?</p> <p>What contribution have significant individuals and groups made to the development of Australian society?</p>
Key concepts	The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance.			The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.			
Knowledge and understanding	<p>Who the people in their family are, where they were born and raised and how they are related to each other</p> <p>The different structures of families and family groups today, and what they have in common</p> <p>How they, their family and friends commemorate past events that are important to them</p> <p>How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums</p>	<p>Differences in family structures and roles today, and how these have changed or remained the same over time</p> <p>How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons</p> <p>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.</p>	<p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p> <p>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial</p> <p>The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past)</p>	<p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area. (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)</p> <p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life</p> <p>The role that people of diverse backgrounds have played in the development and character of the local community</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems.</p> <p>Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan</p>	<p>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander Peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.</p> <p>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.</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.</p> <p>The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment</p>	<p>Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800.</p> <p>The nature of a 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 Islanders Peoples), and how the environment changed.</p> <p>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.</p> <p>The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.</p> <p>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander Peoples.</p>	<p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children</p> <p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.</p> <p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.</p>

	Year 7	Year 8	Year 9	Year 10
Year level focus	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)	The ancient to the modern world The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750.	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.	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.
Key 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?	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?	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?	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?
Key concepts	The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.			
Overview	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. the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) key features of ancient societies (farming, trade, social classes, religion, rule of law)	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 key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) 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).	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 the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) the extent of European imperial expansion and different responses, including in the Asian region the emergence and nature of significant economic, social and political ideas in the period, including nationalism	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 continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping the major movements for rights and freedom in the world and the achievement of independence by former colonies 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 developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability
Depth studies	The depth studies for this year level include: 1. Investigating the ancient past 2. The Mediterranean world (ONE of Egypt, Greece, Rome) 3. The Asian world (ONE of China, India)	The depth studies for this year level include: 1. The Western and Islamic World (ONE of The Vikings, Renaissance Italy, Medieval Europe, The Ottoman Empire) 2. The Asia-Pacific World (ONE of Angkor/Khmer Empire, Japan under the Shoguns, The Polynesian expansion across the Pacific) 3. Expanding contacts (ONE of Mongol Expansion, The Spanish Conquest of the Americas, The Black Death in Asia, Europe and Africa)	The depth studies for this year level include: 1. Making a Better World? (ONE of Progressive ideas and movements, The Industrial Revolution, Movement of peoples) 2. Australia and Asia (ONE of Asia and the world, Making a nation) 3. World War I	The depth studies for this year level include: 1. World War II 2. Rights and freedoms 3. The globalising world (ONE of Popular culture, The environment movement, Migration experiences)

General Capabilities in the Australian Curriculum



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Overview

General capabilities in the Australian Curriculum

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. They play a significant role in realising the goals set out in the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Melbourne Declaration identifies essential skills for twenty-first century learners – in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

The Australian Curriculum includes seven general capabilities:

- [Literacy](#)
- [Numeracy](#)
- [Information and communication technology \(ICT\) capability](#)
- [Critical and creative thinking](#)
- [Personal and social capability](#)
- [Ethical behaviour](#)
- [Intercultural understanding](#).



General capabilities in the Australian Curriculum

General capabilities materials for schools and teachers

These materials are presented as a resource to help teachers:

- develop a shared understanding of the nature, scope and sequence of the general capabilities in the Australian Curriculum
- confirm their understanding of intended learning wherever general capabilities are identified in learning area content descriptions and elaborations
- plan for and guide students' development of the general capabilities in school and classroom learning programs.

Development of the general capabilities materials

Initially, the general capabilities materials were developed to inform the writing of learning area curriculum (Foundation to Year 10) and to ensure the strong and coherent inclusion of the general capabilities in the Australian Curriculum.

They were developed by writing teams with expertise in the particular capabilities, together with advice from academics, focus groups of teachers and curriculum experts from state and territory education authorities, and from a national consultation process. The materials build on significant state and territory initiatives and practice, and are informed by national and international research.

Work associated with general capabilities is ongoing. Future work includes:

- the further development of general capability learning continua to include descriptions at the end of the Foundation Year, Year 4 and Year 8
- additional exemplification of the general capabilities in the learning areas
- monitoring and review of the materials as additional learning areas are developed and approved by Ministers for implementation in schools
- revision of the ICT capability in conjunction with the development of the Australian Curriculum: Technologies
- following completion of all learning area curriculum, a review of the extent to which general capabilities have been addressed in the curriculum.

Teaching and assessment of general capabilities

Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within each learning area.

State and territory school authorities will determine whether and how student learning of the general capabilities will be further assessed and reported.

For some students, it may be necessary to adjust the levels of complexity and the processes they use to develop capabilities. However, the role and place of general capabilities in the Australian Curriculum remain the same for all students.

Nature of general capabilities

General capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum, in co-curricular programs and in their lives outside school.

In the Australian Curriculum 'capability' encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, both in their learning at school and in their lives outside school. The encouragement of positive behaviours and dispositions underpins all general capabilities. Within individual capabilities, specific behaviours and dispositions have been identified and incorporated into each learning continuum as appropriate.

When combined in learning area contexts, general capabilities enhance and complement each other. For example, students require literacy skills and ICT capability to communicate effectively across all learning areas. They apply intercultural understanding and personal and social capability when they challenge stereotypes and prejudice in texts and interactions with others.

It is important to recognise that the capabilities are intended to be 'general' and operate across the whole curriculum. More 'specialised' knowledge and skills will be detailed in learning areas, particularly in relation to literacy, numeracy and information and communication technology.

Students in Australian schools bring different world views, histories and abilities to their learning. This means that some aspects of the capabilities may be interpreted and enacted in different ways. For example, the world views of Aboriginal and Torres Strait Islander Peoples inform Personal and social capability by drawing on responsibilities and relationships within cultural knowledge systems that connect the personal, through kin and community, to land, sky and waterways.

General capabilities in the learning areas

In the Australian Curriculum, general capabilities are addressed through the learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations.

Icons (as shown below) indicate where general capabilities have been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where a capability has been identified. Teachers may find further opportunities to incorporate explicit teaching of general capabilities depending on their choice of activities. Students can also be encouraged to develop capabilities through personally relevant initiatives of their own design.

Literacy	
Numeracy	
ICT capability	
Critical and creative thinking	
Personal and social capability	
Ethical behaviour	
Intercultural understanding	

Each learning area includes a brief description of the general capabilities that have been explicitly included in the content or advice about those that could be developed through particular teaching contexts.

- [General capabilities in English](http://www.australiancurriculum.edu.au/English/General-capabilities)
(<http://www.australiancurriculum.edu.au/English/General-capabilities>)
- [General capabilities in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
(<http://www.australiancurriculum.edu.au/Mathematics/General-capabilities>)
- [General capabilities in Science](http://www.australiancurriculum.edu.au/Science/General-capabilities)
(<http://www.australiancurriculum.edu.au/Science/General-capabilities>)
- [General capabilities in History](http://www.australiancurriculum.edu.au/History/General-capabilities)
(<http://www.australiancurriculum.edu.au/History/General-capabilities>)

Many capabilities find ‘natural homes’ in specific learning areas (for example, Literacy in English, Numeracy in Mathematics, ICT capability in Technologies, Personal and social capability in Health and Physical Education and English, and Intercultural understanding in Languages). Many of the foundational capability knowledge and skills are likely to be taught most explicitly in these learning areas, and applied, adapted, strengthened and extended in other learning areas.

General capabilities are represented to different degrees in each of the learning areas. Literacy, Numeracy, ICT capability, and Critical and creative thinking are fundamental in students becoming successful learners. While the primary development of Literacy, Numeracy and ICT capability is based in English, Mathematics and Technologies respectively, the development and application of these capabilities across the curriculum is essential to effective teaching and learning. Further information about the relationships between English/ Literacy, Mathematics/ Numeracy and Technologies/ ICT capability in the Australian Curriculum is provided in the introductions to relevant capabilities.

Personal and social capability, Ethical behaviour and Intercultural understanding focus on ways of being, behaving and learning to live with others, and are more strongly represented in some learning areas than in others. Though all learning involves some personal and social dimensions, these capabilities are most evident wherever personal, social and cultural learning is highlighted. For example, the social and cultural nature of these content descriptions provides opportunities for the inclusion of Personal and social capability and Intercultural understanding.

Year 6 Historical knowledge and understanding [H5]

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport (ACHHK116)

Year 10 English Literature [H5]

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)

Student learning is enhanced when the capabilities work in combination with other capabilities, learning areas and cross-curriculum priorities. For example:

Year 2 Science as a Human Endeavour [H5]

People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

combines Critical and creative thinking, Ethical behaviour and Sustainability.

Year 8 Mathematics – Statistics and probability [H5]

Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (ACMSP227)

combines Numeracy, ICT capability, Critical and creative thinking, and Ethical behaviour.

Structure of the materials

The materials for each general capability are in three parts:

- an introduction that describes the nature and scope of the capability, its place in the learning areas and its evidence base
- organising elements that underpin a learning continuum
- a learning continuum that describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling.

Learning continua

The general capabilities are presented as learning continua or sequences that describe the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed by the end of particular years of schooling.

The continua are based on the belief that students need opportunities to develop capabilities over time and across learning areas. What is learned in the early years supports all subsequent learning. The continua assume it is possible to map common paths for general capability development while recognising that each student's pace of development may be influenced by factors such as their prior experience, sense of self in the world and cognitive capacity.

The Literacy and Numeracy continua are organised into five stages, describing student learning at the end of Years 2, 4, 6, 8 and 10, recognising that national literacy and numeracy assessment occurs in early Years 3, 5, 7 and 9. Each stage incorporates learning for the intervening years. Descriptions include F–10 English, Mathematics, Science and History examples where relevant that illustrate ways that literacy and numeracy can be made explicit in the learning areas.

Continua for the other five capabilities are currently organised into three stages, describing student learning at the end of Years 2, 6 and 10 to approximate the end of early childhood, primary and junior secondary years in most states and territories. Descriptions include examples that illustrate ways each capability can be made explicit in the learning areas.

Continua are available online in two views:

- the first shows expected learning across the three stages of schooling
- the second shows expected learning for each stage of schooling.

Literacy

Introduction

In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises literacy as an essential skill for students in becoming successful learners and as a foundation for success in all learning areas. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.

Scope of the Literacy capability

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.

Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. Many of these behaviours and dispositions are also identified and supported in other general capabilities. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

For a description of the organising elements for the Literacy learning continuum go to [Organising elements](#).

Literacy across the curriculum

The Literacy capability presents those aspects of the Language and Literacy strands of the English curriculum that should also be applied in all other learning areas. It is not a separate component of the Australian Curriculum and does not contain new content. In some instances in the Literacy learning continuum, examples or more explanation have been included to show how aspects of the Language and Literacy strands of the English curriculum function in other learning areas.

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands. These literacy-rich situations are a part of learning in all curriculum areas. Paying attention to the literacy demands of each learning area ensures that students' literacy development is strengthened so that it supports subject-based learning.

This means that:

- all teachers are responsible for teaching the subject-specific literacy of their learning area
- all teachers need a clear understanding of the literacy demands and opportunities of their learning area
- literacy appropriate to each learning area can be embedded in the teaching of the content and processes of that learning area.

The Literacy continuum will enable learning area teachers to:

- identify the general level of expected language and literacy skills for each year level that they are teaching
- plan how to teach specific language and literacy knowledge and skills essential to students' understanding of learning area content.

For students who speak a language or dialect other than Standard Australian English at home, access to language and literacy development is especially important. EAL/D students learn English at the same time as they are learning the content of each learning area through English. For many Aboriginal and Torres Strait Islander students, their home language is a dialect of English such as Aboriginal English. This means that they learn the English of the school context and of the curriculum as a second dialect. It is important to acknowledge the home language, prior knowledge and experiences of these students, and to build on these in developing students' literacy capabilities in the curriculum. The *English as an Additional Language or Dialect: Teacher Resource* can be used in conjunction with the Literacy general capability to assist teachers in meeting the language-learning needs of these students.

The Literacy capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where literacy has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where literacy has been identified. Teachers may find further opportunities to incorporate explicit teaching of literacy depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Literacy in English](http://www.australiancurriculum.edu.au/English/General-capabilities)
(<http://www.australiancurriculum.edu.au/English/General-capabilities>)
- [Literacy in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
(<http://www.australiancurriculum.edu.au/Mathematics/General-capabilities>)
- [Literacy in Science](http://www.australiancurriculum.edu.au/Science/General-capabilities)
(<http://www.australiancurriculum.edu.au/Science/General-capabilities>)
- [Literacy in History](http://www.australiancurriculum.edu.au/History/General-capabilities)
(<http://www.australiancurriculum.edu.au/History/General-capabilities>)

Background

This background summarises the evidence base from which the Literacy capability's introduction, organising elements and learning continuum have been developed. It draws on the Australian Curriculum: English and on recent international and national research, as well as initiatives and programs that focus on literacy across the curriculum.

The Australian Curriculum: English provides a rich resource for learning in all areas of the curriculum. The skills and knowledge taught in the Language and Literacy strands of the Australian Curriculum: English support and contribute to the literacy requirements needed for all learning areas. These skills and knowledge have been used as the basis for constructing the Literacy continuum as it relates to all learning areas of the curriculum.

The definition of literacy in the Australian Curriculum is informed by a social view of language that considers how language works to construct meaning in different social and cultural contexts. This view builds on the work of Vygotsky (1976), Brice Heath (1983), Halliday and Hasan (1985), Freebody and Luke (1990), Gee (1991, 2008), and Christie and Derewianka (2008), who have articulated the intrinsic and interdependent relationship between social context, meaning and language.

This view is concerned with how language use varies according to the context and situation in which it is used. There are important considerations for curriculum area learning stemming from this view because, as students engage with subject-based content, they must learn to access and use language and visual elements in the particular and specific ways that are the distinctive and valued modes of communication in each learning area. They need to learn how diverse texts build knowledge in different curriculum areas, and how language and visual information work together in distinctive ways to present this knowledge.

The social view of language enables insights into differences between 'spoken-like' and 'written-like' language, and the increasing complexity of language as students progress through school. This is an important concept for subject-based learning. When young children begin school, they generally have developed facility with the spoken language of their home and community to interact informally in face-to-face situations in their immediate environment. This is the meaning-making system they use to engage with the learning experiences of the school; and their first interactions with written text generally employ print versions of 'spoken-like' language.

As subject-based learning proceeds, particularly in the middle and later school years, the texts that students need to understand and produce take on increasingly formal and academic features employing technical, abstract and specialised 'written-like' language forms, in order to communicate complexities of meaning. These texts include precise, densely packed information and place increasing cognitive demands on the student.

There are significant differences in the way different learning areas structure texts and in the language features and vocabulary that students are required to know and use. Therefore, a student's repertoire of literacy knowledge and skills needs to be diverse, flexible, dynamic and versatile, developing throughout their schooling to deal with the increasing challenges and demands of the curriculum.

Like the Australian Curriculum: English, the Literacy capability also takes account of visual literacy and the rapid changes that have occurred as a result of new technologies in the ways that communication takes place. It is informed by the work of Kress and Van Leeuwen (2006), who have identified a comprehensive grammar of visual design.

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Organising elements

The Literacy continuum incorporates two overarching processes:

- Comprehending texts through listening, reading and viewing
- Composing texts through speaking, writing and creating

with the following areas of knowledge applying to both processes:

- Text knowledge
- Grammar knowledge
- Word knowledge
- Visual knowledge.

These processes and areas of knowledge are used as the organising elements of the Literacy continuum. The elements are drawn from the Language and Literacy strands of the Australian Curriculum: English as shown in the table below:

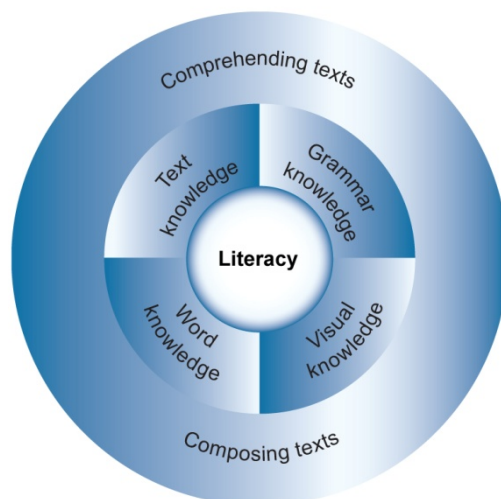
Literacy Continuum	Australian Curriculum: English	
	Language	Literacy
Comprehending texts through listening, reading and viewing	Expressing and developing ideas	Interpreting, analysing, evaluating
Composing texts through speaking, writing and creating	Language for interaction	Interacting with others Creating texts
Text knowledge	Text structure and organisation Concepts of print and screen	Interpreting, analysing, evaluating Creating texts
Grammar knowledge	Expressing and developing ideas Language for interaction	
Word knowledge	Expressing and developing ideas	
Visual knowledge	Expressing and developing ideas	Interpreting, analysing, evaluating Creating texts

Texts in the Literacy continuum

A text is the means for communication. Texts can be written, spoken, visual or multimodal, and in print or digital/online forms. Multimodal texts combine language with other systems for communicating such as visual images, soundtracks and spoken word, as in film or computer presentation media. The forms and conventions of texts have developed to help us communicate effectively with a variety of audiences for a range of purposes, and so texts in different learning areas can and do use language and other features in different ways.

Where the term 'texts' is used in the Literacy continuum, this should be read as the type of texts particular to or characteristic of a learning area – for example, reports, data displays and procedures in Mathematics; models, diagrams, explanations and reports in Science; and narratives, descriptions, discussions and explanations in History.

The diagram below sets out these elements.



Organising elements for Literacy

Comprehending texts through listening, reading and viewing

This element involves:

- using strategies for reading and viewing texts, including using applied topic knowledge, vocabulary and visual knowledge
- listening for information and to carry out tasks and participate in discussions
- using strategies for comprehending spoken, written, visual and multimodal texts, including retrieving literal information and making inferences.

Composing texts through speaking, writing and creating

This element involves:

- using language as a key learning tool to explore ideas, test possibilities and compare solutions
- composing different types of spoken, written, visual and multimodal texts for a range of purposes and audiences
- participating in group and class discussions using a range of oral interaction skills to share ideas, explore topics and express opinions
- making formal presentations incorporating oral, written, visual and audio elements.

Text knowledge

This element involves:

- understanding the structure and purpose of a range of imaginative, informative and persuasive texts, and how these are used in different learning areas
- understanding text cohesion
- identifying and using text features to access and navigate print and digital texts.

Grammar knowledge

This element involves:

- learning how different types of sentence structures – including simple, compound and complex sentences – are used to structure ideas and present information in different learning areas
- learning how different types of words and groups/phrases – including nouns, verbs, adverbs, adjective groups/phrases – are used to convey information and ideas in different learning areas
- learning how opinion and point of view are presented through specific word choices in different types of texts.

Word knowledge

This element involves:

- understanding and using new vocabulary, including learning area vocabulary, to compose and comprehend texts in different learning areas
- developing strategies to spell a range of subject-specific words.

Visual knowledge

This element involves:

- understanding how visual elements create meanings using features such as construction, placement of elements, framing and colour
- composing and comprehending a range of visual forms typical of each learning area, including illustrations, film, maps, graphs and digital graphics.

Literacy continuum across stages of schooling

Comprehending texts through listening, reading and viewing

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
Reading and viewing learning area texts				
use prior knowledge and vocabulary to read and view learning area texts, using developing strategies such as predicting, monitoring meaning and crosschecking	use topic knowledge and vocabulary to read and view learning area texts, using developing strategies such as predicting, monitoring meaning, crosschecking and reviewing	apply strategies for reading and viewing learning area texts, including selecting, navigating, monitoring meaning, crosschecking and reviewing	integrate topic and textual knowledge and developed strategies, including selecting, navigating, monitoring meaning and crosschecking to read and view learning area texts	integrate strategies and topic and textual knowledge to select, navigate, read and view complex learning area texts, analysing and evaluating information sources
Listening				
listen to one- and two-step instructions for undertaking learning tasks, listen for information about topics being learned and to participate in discussions	understand more detailed spoken instructions for undertaking learning tasks, listen to identify key information in spoken texts and to attend to others' ideas in discussions	understand detailed spoken instructions for undertaking learning tasks, listen to spoken texts, and interpret and evaluate information and opinions presented	engage with extended spoken and digital audio texts, interpret stated and implied meanings, and evaluate information and ideas presented	listen thoughtfully to a range of extended spoken texts, using knowledge of text purpose to interpret and evaluate ideas, information and opinions
Comprehending learning area texts				
understand and use different types of learning area texts to explore topics, gather information and make some obvious inferences	retrieve and understand literal information in learning area texts, and make inferences to expand and link ideas and to comprehend and interpret texts	understand, interpret and analyse information and ideas in learning area texts, comparing content from a range of sources and analysing similarities and differences in texts on similar topics or themes	understand, interpret and evaluate literal and inferential information in learning area texts, identify main ideas and supporting evidence, and analyse different perspectives and points of view	understand, interpret and evaluate information within and between learning area texts, combining, connecting, comparing and synthesising ideas and concepts, and identifying perspectives and evaluating supporting evidence

Composing texts through speaking, writing and creating

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
Exploratory language				
use speaking, writing, visual and multimodal elements as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts	use speaking, writing, visual and multimodal elements as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts	use speaking, writing, visual and multimodal elements as learning tools to explore ideas and relationships, test possibilities, compare solutions and in preparation for creating texts	use speaking, writing, visual and multimodal elements as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts	use speaking, writing, visual and multimodal elements as learning tools to explore ideas, test possibilities, compare solutions, evaluate information and ideas, and refine opinions and arguments
Composing spoken, written, visual and multimodal learning area texts				
compose a limited range of learning area texts for familiar and some new audiences incorporating: <ul style="list-style-type: none"> known topic information familiar, mostly spoken-like language structures 	compose a range of learning area texts containing: <ul style="list-style-type: none"> known and some researched information and supporting details some more extended language features 	compose learning area texts for different purposes combining: <ul style="list-style-type: none"> information from several sources more formal and extended language features to report ideas and information and express opinions 	compose sustained learning area texts for a wide range of purposes incorporating: <ul style="list-style-type: none"> researched information some complex language features to explore topics and issues, and to express and support their own opinions 	compose sustained learning area texts for a wide range of purposes incorporating and evaluating: <ul style="list-style-type: none"> researched information a range of complex language features to explore, interpret and analyse challenging and complex issues
	edit texts for language and visual choices	edit texts for structure, content, language and visual choices	edit texts for structure, content, strength of argument and supporting evidence, and language and visual choices	edit texts for structure, content, strength of argument and supporting evidence, and language and visual choices
Oral interactions				
participate in group and class discussions about learning area topics using oral interaction skills such as speaking clearly, initiating topics, expressing opinions and listening to the opinions of others	participate in group and class discussions, adjusting language to share and extend ideas and information, and to communicate clearly and coherently	participate in discussions and informal debates, clarifying and interrogating ideas, and evaluating information using interaction skills according to the needs of the audience	participate in discussions and formal and informal debates, developing and building ideas and arguments using interaction skills and language conventions to suit different audiences	participate in discussions and formal and informal debates, extending or refuting diverse opinions using interaction skills and language conventions to suit different audiences
Presentations				
rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements	plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements	plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements	plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience	plan, research, rehearse and deliver presentations on learning area topics, combining visual and multimodal elements creatively to present opinions and to engage and persuade an audience

Text knowledge

By the end of Year 2 students	By the end of Year 4 students	By the end of Year 6 students	By the end of Year 8 students	By the end of Year 10 students
Organisational structures of learning area texts				
use beginning knowledge of the structure and features of learning area texts to comprehend and compose a limited number of texts	use increasing knowledge of the structure and features of learning area texts to comprehend and compose a growing number of texts	use developing control of the structure and features of learning area texts to comprehend and compose a range of texts	comprehend and compose texts typical of each learning area that use creative adaptations of text structures and graphic features	comprehend and compose innovative texts that use structures and features of learning area texts in complex and resourceful ways, using conventions for citing others
Mathematics examples				
<ul style="list-style-type: none"> calendars simple maps word problems reports of steps in a process data displays such as lists and graphs 	<ul style="list-style-type: none"> reports of a process procedures on how to make mathematical shapes or complete a process data displays to represent information oral and written reports of group tasks multiplication and division word problems 	<ul style="list-style-type: none"> survey questions and reports procedures on how to make mathematical shapes or complete a process data displays with and without digital technologies explanations of mathematical processes recounts and evaluations of group tasks word problems involving addition and subtraction of fractions 	<ul style="list-style-type: none"> survey questions and reports procedures on how to complete a mathematical task or process data displays with and without digital technologies explanations of mathematical processes recounts and evaluations of group tasks word problems involving profit and loss 	<ul style="list-style-type: none"> survey questions and reports procedures on how to complete a mathematical task or process data displays with and without digital technologies explanations of mathematical processes recounts and evaluations of group tasks word problems involving algebraic equations
Science examples				
<ul style="list-style-type: none"> reports of steps in a process descriptions of observations annotated diagrams of observed objects or living things sequential explanations, for example explaining personal growth and 	<ul style="list-style-type: none"> reports of a process informational reports of procedures on how to design objects or processes annotated diagrams that illustrate relationships or processes descriptions of observed objects, living things or phenomena 	<ul style="list-style-type: none"> reports and evaluations of investigations information reports using multi-source research procedures on how to carry out a particular process or investigation using active voice causal explanations, for example explaining the 	<ul style="list-style-type: none"> reports and evaluations of individual and group investigations factual reports using multi-source research persuasive texts to argue for a particular course of action discussion texts with supporting evidence to 	<ul style="list-style-type: none"> reports and evaluations of investigations factual reports using multi-source research evidence-based arguments using appropriate scientific language, conventions and representations to justify a position and persuade others discussion texts, for example

By the end of Year 2 students	By the end of Year 4 students	By the end of Year 6 students	By the end of Year 8 students	By the end of Year 10 students
changes from birth, life stages in animals	<ul style="list-style-type: none"> causal explanations, for example explaining how the properties and use of materials could lead to pollution 	effect of a change state caused by heating and cooling familiar substances	<p>present both sides of a contentious issue and a conclusion</p> <ul style="list-style-type: none"> procedures on how to carry out a particular process or investigation using passive voice consequential explanations, for example explaining how the flammability or corrosiveness of a substance affects its use 	<p>that present a point of view on a contentious issue with supporting evidence</p> <ul style="list-style-type: none"> theoretical explanations, for example explaining the relationship between DNA, genes and chromosomes using models and diagrams
History examples				
<ul style="list-style-type: none"> historical retellings of an event narratives built around historical events descriptions of historical people and places 	<ul style="list-style-type: none"> historical reports of an event historical narratives told from a particular perspective descriptions of an historical figure or place 	<ul style="list-style-type: none"> historical recounts of a series of events with some summative commentary historical narratives that retell past events, for example from a particular personal or cultural perspective detailed descriptions of particular places from the past demonstrating use of source material persuasive texts, for example presenting a particular point of view in relation to an historical event or figure 	<ul style="list-style-type: none"> historical recounts of a series of events with some summative commentary historical narratives that retell past events, for example from a particular personal or cultural perspective detailed descriptions, for example of particular places from the past demonstrating use of evidence from sources explanations, for example that present the causes of an event discussion texts with supporting evidence 	<ul style="list-style-type: none"> historical recounts of a series of events or developments within a chronological framework with some summative or evaluative commentary explanations, for example that consider past events from a particular personal or cultural perspective detailed descriptions of particular places from the past demonstrating use of evidence from primary and secondary sources, using appropriate referencing discussion texts, for example that present historical arguments with supporting evidence
Text cohesion				
understand how texts are made cohesive through word repetitions and associations, synonyms and antonyms	understand how texts are made cohesive through linking words and phrases for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns	understand that cohesive links can be made in texts through omitting and replacing words	understand how the cohesion in texts is improved by strengthening the internal structure of paragraphs through examples, quotations and substantiation of claims	understand how cohesive devices in texts serve to signpost ideas and make connections between ideas, such as through sequencing and developing an argument and signalling a conclusion

By the end of Year 2 students	By the end of Year 4 students	By the end of Year 6 students	By the end of Year 8 students	By the end of Year 10 students
Navigating learning area texts				
identify and use text features in learning area texts, such as page layout, alphabetical order, menu bars, and simple diagrams to aid text navigation, reading and viewing	identify and use features of learning area texts to enhance navigation, including page and screen layout, simple indexes, tables of contents, different types of diagrams, and icons and buttons	identify and use features of learning area texts such as text boxes, full indexes, paragraphs, topic sentences, home pages and sub-pages to aid navigation and use	use a range of organisational features of complex learning area texts with speed and efficiency to research and present ideas and information	use organisational features of complex learning area texts with speed and efficiency by exploiting features to locate and evaluate primary and secondary source material

Grammar knowledge

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
Sentence structures				
use simple and compound sentences to record observations, and make connections between ideas	use simple and compound sentence structures to describe and make connections between ideas	use a full range of sentence types, including complex sentences that elaborate or explain ideas	control complex sentence structures that show connections between ideas, evidence and conclusions	control complex sentence structures that build and support arguments, and understand how emphasis can be changed
Words and word groups				
understand how noun groups/phrases and verb groups are used to identify elements in the learning area	understand how groups/phrases are used to provide detailed descriptions in the learning areas	understand and use expanded groups/phrases, using specific learning area vocabulary to create detailed and accurate descriptions	understand and use aspects of language to suggest possibility, probability, obligation and conditionality	understand how higher order concepts are developed in academic texts through language features that compact and generalise text (nominalisation), and use language to discuss, analyse and evaluate ideas and information
Expressing opinion and point of view				
identify and use language that expresses feelings and opinions, and compares and evaluates people and things	understand differences between the language of opinion and feeling and the language of factual reporting or recording	understand and use subjective, objective and evaluative language, and identify bias	understand and use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer	understand and use language that indirectly expresses opinions and constructs representations of people and events, and consider whether judgments are expressed or implied in texts

Word knowledge

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
Understanding learning area vocabulary				
understand and use mostly familiar vocabulary, with a steady introduction of new learning area vocabulary in context	understand and use vocabulary needed to read, discuss and write about learning area topics, including subject-specific vocabulary	understand and use new vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning	understand and use a wide range of new specialist and topic vocabulary to contribute the specificity, authority and abstraction of texts	understand and use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning
Spelling				
learn spellings for topic words, use phonic knowledge to spell new words with regular spelling patterns, and recognise meaning relationships between similar words such as 'play', 'playing', 'playground'	learn spellings for new topic words, for frequently used irregular words, regular words and word families containing known letters and letter clusters	read and spell new topic words and use word origins, base words, prefixes and suffixes when reading and spelling new words	spell most words correctly, and apply their understanding of spelling to spell specialist topic words	use knowledge of the spelling system and word origins to spell correctly and to deduce the meanings of unfamiliar words and to spell unknown words

Visual knowledge

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
Understanding how visual elements create meaning				
understand how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text	understand the effects of choices in the construction of images, including framing and placement of elements	understand how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of texts	understand the effects of different visual elements upon the reader/viewer, and how visual texts draw on and allude to other texts or images to enhance meaning	evaluate the impact of different visual choices in the composition of images, including symbolic images, and experiment with visual texts to establish different nuances
Composing and comprehending learning area texts using visuals				
comprehend and compose visual and multimodal texts in print and digital environments to express ideas and extend written information as part of problem solving and presentations	comprehend and compose visual and multimodal texts in print and digital environments to explore learning area topics, using illustrations and diagrams	comprehend and compose visual and multimodal texts in print and digital environments that make use of visual elements to represent ideas and events in different ways	comprehend and compose visual and multimodal texts such as diagrams, maps and timelines, understanding their contribution to the interpretation of ideas and information	comprehend and compose visual and multimodal texts in print and digital environments using a range of design choices and visual tools for the intended purpose and targeted audience

Numeracy

Introduction

In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

The *Melbourne Declaration of Educational Goals for Young Australians* (MCEETYA 2008) recognises that numeracy is an essential skill for students in becoming successful learners at school and in life beyond school, and in preparing them for their future roles as family, community and workforce members. More broadly, a highly numerate population is critical in ensuring the nation's ongoing prosperity, productivity and workforce participation.

Scope of the Numeracy capability

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. The Numeracy learning continuum identifies the related mathematical knowledge and skills, and contextualises these through learning area examples.

When teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. These opportunities assist students to recognise the interconnected nature of mathematical knowledge, learning areas and the wider world, and encourage them to use their mathematical skills broadly.

For a description of the organising elements for the Numeracy learning continuum, go to [Organising elements](#).

Numeracy across the curriculum

In the Australian Curriculum, much of the explicit teaching of numeracy skills occurs in Mathematics. Being numerate involves more than the application of routine procedures within the mathematics classroom. Students need to recognise that mathematics is constantly used outside the mathematics classroom and that numerate people apply mathematical skills in a wide range of familiar and unfamiliar situations. In the context of schooling, this is most often encountered in other learning areas.

Using mathematical skills across the curriculum both enriches the study of other learning areas and contributes to the development of a broader and deeper understanding of numeracy. Therefore, a commitment to numeracy development is an essential component of learning areas across the curriculum and a responsibility for all teachers. This requires that teachers:

- identify the specific numeracy demands of their learning area
- provide learning experiences and opportunities that support the application of students' mathematical knowledge and skills

- use the language of numeracy in their teaching as appropriate.

Understanding mathematical terminology and the specific uses of language in mathematics is essential for numeracy. Therefore, teachers should be aware of the correct use of mathematical language in their own learning areas.

The Numeracy capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where numeracy has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where numeracy has been identified. Teachers may find further opportunities to incorporate explicit teaching of numeracy depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Numeracy in English](http://www.australiancurriculum.edu.au/English/General-capabilities)
(<http://www.australiancurriculum.edu.au/English/General-capabilities>)
- [Numeracy in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
(<http://www.australiancurriculum.edu.au/Mathematics/General-capabilities>)
- [Numeracy in Science](http://www.australiancurriculum.edu.au/Science/General-capabilities)
(<http://www.australiancurriculum.edu.au/Science/General-capabilities>)
- [Numeracy in History](http://www.australiancurriculum.edu.au/History/General-capabilities)
(<http://www.australiancurriculum.edu.au/History/General-capabilities>)

Background

This background summarises the evidence base from which the Numeracy capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on numeracy across the curriculum.

The identification of numeracy as a general capability or competence to be addressed across the curriculum is supported by the literature. In Australia, the *National Numeracy Review Report* (Commonwealth of Australia 2008) argued for an emphasis both on mathematics as a distinct area of study and numeracy as an across-the-curriculum competency. In order to develop the ability to communicate numeric information effectively, students should engage in learning that involves using mathematics in the context of other disciplines. This requires a cross-curricular commitment and is not just the responsibility of the Mathematics Department (Miller 2010).

The Numeracy capability and learning continuum have been informed by a range of findings identified in the literature over a considerable period of time. Steen (2001) pointed out the ever-increasing gap between the quantitative needs of citizens and their quantitative capacity, while Miller (2010) continues to argue that quantitative literacy is a proficiency that is essential for people to be able to participate fully in a democratic society. Most recently, concerns about low levels of financial literacy shown by young people in Australia prompted the development of a *National Consumer and Financial Literacy Framework* to support the development of financial literacy skills in young people (MCEECDYA 2011).

Aspects of numeracy in the literature that have informed the approach to the numeracy capability and that need to inform the approach taken in schools include that:

- there is a difference between the mathematics that people use in context and the mathematics they learn in school (Carraher, Carraher & Schliemann 1985; Zevenbergen & Zevenbergen 2009)
- knowledge is not automatically transferable from mathematics to other contexts (Lave 1988)
- numeracy requires contextual and strategic knowledge as well as mathematical skills (AAMT 1998)
- in numeracy there may be more than one suitable answer or method (Cohen 2001)
- numeracy moments often arise in unexpected situations (Thornton & Hogan 2005).

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Organising elements

The Numeracy learning continuum is organised into six interrelated elements:

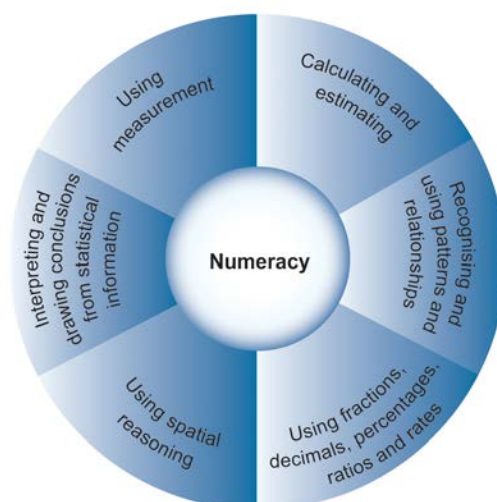
- Calculating and estimating
- Recognising and using patterns and relationships
- Using fractions, decimals, percentages, ratios and rates
- Using spatial reasoning
- Interpreting and drawing conclusions from statistical information
- Using measurement.

These elements are drawn from the strands of the Australian Curriculum: Mathematics as shown in the table below:

Numeracy Continuum	Australian Curriculum: Mathematics
Calculating and estimating	Number and Algebra
Recognising and using patterns and relationships	Number and Algebra (and other strands to a lesser extent)
Using fractions, decimals, percentages, ratios and rates	Number and Algebra
Using spatial reasoning	Measurement and Geometry
Interpreting and drawing conclusions from statistical information	Statistics and Probability
Using measurement	Measurement and Geometry

Financial literacy is a key aspect of numeracy. Relevant knowledge and skills relating to numeracy such as number and place value, money and financial mathematics have been incorporated into the Numeracy continuum, notably in the *Calculating and estimating*, *Using fractions, decimals, percentages, ratios and rates* and *Interpreting and drawing conclusions from statistical information* elements.

The diagram below sets out these elements.



Organising elements for Numeracy

Calculating and estimating

This element involves the application of skills in calculating with whole numbers, all types of fractions, decimals and percentages, squared and cubed numbers, and numbers raised to larger powers.

Students develop numeracy capability as they apply the four operations of addition, subtraction, multiplication and division in a wide range of authentic situations requiring estimation and calculation, such as halving or doubling quantities for recipes, circumstances involving cost, calculation of change, budgeting, saving and spending money, using spreadsheets for financial calculations, and using scientific notation in science when working with very large or very small numbers. They can estimate values to check the validity of their own answers and the answers of others, and so avoid potential error.

Recognising and using patterns and relationships

This element involves identifying and describing a wide range of patterns and relationships, including those requiring algebra and equations that can be visually represented on a graph.

These skills help students to make sense of and describe change as it occurs over time. Students demonstrate numeracy capability as they apply their understanding by making connections between apparently diverse facts and suggesting solutions to problems in a range of circumstances. For example: the relationship between weather patterns and the likelihood of landslides or droughts; the effect of political unrest and its effect on the number of homeless people; grammatical patterns and patterns in the structure of texts; patterns in the arts, architecture and design; the use of trends to predict specific outcomes; and identification of financial patterns as they occur with loans and/or savings.

Using fractions, decimals, percentages, ratios and rates

This element involves developing an understanding of the meaning of fractions and decimals, their representations as ratios, rates and percentages, and how they can be applied in real-life situations.

Students demonstrate numeracy capability as they apply these skills in areas such as working with scale in geography; constructing timelines in history; investigating the growth and decay of cultures in science; determining the relationship between everyday values such as fuel consumption and speed; investigating water usage and rates of consumption; comparing pay rates on an hourly basis, weekly basis and as a salary; and comparing housing loans and mobile phone packages.

Using spatial reasoning

This element involves students in making sense of the space immediately around them. Students demonstrate numeracy capability as they apply the skills of spatial reasoning by creating and interpreting maps through the use of coordinates, using graphic organisers such as mind maps, conceptualising either extremely small or extremely large spaces within the environment and the way these spaces affect the behaviour of living things, and using the properties of shapes and objects in design and architecture.

Interpreting and drawing conclusions from statistical information

This element requires students to gain familiarity with the way in which statistical information is represented through experience with a variety of graphs, lists and tables.

Students demonstrate numeracy capability in a range of learning areas and circumstances when they draw conclusions from and make predictions based on given or collected data, recognise the use and abuse of statistics in the media and advertising, identify bias in advertising and other texts that use probability, and understand randomness as it occurs in science and the environment. Numeracy can be used to analyse data relating to population density and its variations, comparative land use, fluctuations in share markets or the price of everyday commodities.

Using measurement

This element requires students to learn about measurement of length, area, volume, capacity, time and mass.

Students become numerate as they apply their skills and understanding of measurement by selecting appropriate units of measurement for a given situation and developing an ability to estimate units in measurement. As their skills increase, they use formal units for measurement and find areas and volumes when learning about environmental issues, such as comparing capacities for water storage, researching areas of land put aside for parkland or preservation or recognising how scales are used to report on environmental incidents such as earthquakes. Students identify commercial development and residential development within their local area, read timetables and timelines and plan itineraries, apply their understanding of mass when carrying out experiments in science or when preparing food, and use strategies that draw upon their knowledge of Pythagoras' theorem and trigonometry to calculate distance and direction.

Numeracy continuum across stages of schooling

Calculating and estimating

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
<p>use numbers up to four digits in familiar contexts</p> <p>English – understanding and using numbers in texts</p> <p>Science – using numbers to describe and order observations</p>	<p>use numbers up to five digits in everyday contexts</p> <p>Science – using large numbers to describe time scales for changes in the Earth's surface</p> <p>History – using numbers to order events by date, recognising that dates such as 1770 describe time</p>	<p>use numbers larger than one million correctly in authentic situations</p> <p>English – using library classification systems to order and search for books</p> <p>Science – ordering planets in the Solar System according to size and distance from the Sun</p> <p>History - using data to develop graphs and tables from population figures</p>	<p>use positive and negative numbers in authentic situations involving change</p> <p>Science – using positive and negative numbers to demonstrate that substances have different boiling and freezing points</p> <p>History – categorising time into periods and interpreting timelines</p> <p>History – identifying the approximate beginning and end dates of ancient societies and the period in which they coexisted</p>	<p>use scientific notation to represent very large and very small numbers and calculations</p> <p>Science – using scientific notation to explore the scales involved in measurement of earthquake strength, sound levels or nanotechnology</p>
<p>recognise when a situation requires the use of addition or subtraction</p> <p>apply estimation and calculation strategies in familiar contexts</p> <p>Science – using addition, subtraction and estimation in the collection and recording of information</p> <p>History – calculating the age of objects brought from home</p>	<p>decide whether to use addition, subtraction, multiplication or division in everyday contexts</p> <p>experiment with and use number patterns to assist them in mental calculations and estimation</p> <p>History – calculating the difference between the number of convicts who left Britain on the First Fleet and the number who arrived in Australia</p>	<p>use mental and written strategies and digital technologies in calculations involving authentic situations</p> <p>use estimation and rounding to check the reasonableness of their calculations</p>	<p>choose and use a range of strategies (including mental and written strategies and digital technologies) in calculations to solve complex problems in authentic situations</p> <p>Science – comparing temperature variations in different parts of the world, including those with negative temperatures</p>	<p>choose and use a range of strategies (including mental and written strategies and digital technologies) in calculations involving complex data and contexts</p> <p>History – using historical sources to explain population movements, for example the transportation of slaves, the growth of cities</p>

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
recognise familiar situations that involve the use of money	compare the costs of similar items	create financial plans and budgets to suit a range of contexts and recognise the benefits of saving for their future	create budgets that support specific financial goals justify 'best value for money' decisions	create financial plans that support specific financial goals and evaluate their effectiveness analyse the impact of debt on achieving financial goals and identify strategies for debt management

Recognising and using patterns and relationships

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
<p>describe patterns in number</p> <p>Science - grouping living things based on the number of different body parts</p>	<p>describe, continue and create number patterns</p>	<p>describe, continue and create number patterns and predict a sequence</p> <p>Science - describing patterns in the natural environment, for example the Fibonacci sequence</p>	<p>describe, continue and create number patterns and look for patterns/rules that would help them to make predictions</p>	<p>recognise how the practical application of patterns can be used in authentic situations to make predictions</p> <p>History - developing interactive timelines to show relationships between events and developments and the places and times in which they occurred</p>
<p>describe patterns in the world around them</p> <p>English -recognising patterns in language, for example in rhymes and repetition</p> <p>Science - identifying patterns involving shapes in natural and constructed environments</p> <p>History - ordering important family and community events in a time sequence</p>	<p>identify and describe patterns in identified contexts</p> <p>English - identifying patterns in spelling of words, poetry</p> <p>Science - recognising patterns in the characteristics of living and non-living things</p> <p>History - developing timelines of significant people and events</p>	<p>recognise that patterns observed over time assist us to predict possible outcomes</p> <p>English - identifying and describing regular patterns in texts, for example in narrative structure</p> <p>Science - identifying patterns and trends in data and using these to make predictions</p> <p>Science - recording change in shadows' length and position throughout the day</p> <p>History - developing annotated timelines for key people and events</p>	<p>use their understanding of patterning to identify and extend linear patterns and make predictions</p> <p>English - explaining patterns and relationships in texts, for example cause and effect and rhetorical devices</p> <p>Science - using data (fuel consumptions vs distance) to determine patterns of vehicles' fuel consumption over time</p> <p>History - developing annotated timelines, showing broad patterns of continuity and change</p>	<p>use their understanding of patterning to identify and extend linear and non-linear patterns and make predictions</p> <p>Science - using linear modelling to predict air or water temperature, using non-linear modelling to predict changes in populations due to environmental changes</p>

Using fractions, decimals, percentages, ratios and rates

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
recognise terms such as 'a half' and 'a quarter' as used in everyday language and use them in familiar contexts	recognise the equivalence of fractions and decimal representations and their use in everyday contexts, for example a quarter is equivalent to 0.25; 0.25 of \$1 is 25 cents	make connections between equivalent fractions, decimals and percentages, and calculate these in authentic situations History - using data to calculate percentages, for example votes for and against Federation; the percentage of the Australian population born overseas	apply knowledge of percentages (including percentage increases and decreases), rates and ratios, and means and proportions in representative data, in a range of authentic contexts Science - calculating means and proportion in representative data, for example water storage, flow and usage	use graphs and equations to analyse and illustrate proportional relationships in a range of authentic contexts Science - analysing and illustrating the rate of chemical reactions History - using proportional reasoning to assess the impact of changes in society and significant events, for example population loss from 1919 influenza epidemic

Using spatial reasoning

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
<p>recognise, visualise and classify familiar two-dimensional shapes and three-dimensional objects in the world around them</p> <p>describe position and movement in familiar contexts</p> <p>English - understanding and using the language of shape, position and movement</p> <p>Science - describing the shape of objects and the ways they move</p>	<p>identify and compare two-dimensional shapes and three-dimensional objects</p> <p>recognise symmetry in natural and built environments, and the importance of angles in symmetry</p> <p>English - using features such as shape and angle when creating visual texts</p> <p>Science: observing symmetry as a property of some living things</p> <p>History - building a 3-D structure of a past building</p>	<p>describe features of prisms and pyramids</p> <p>estimate, measure and compare angles using degrees</p> <p>English - identifying how camera angles impact on the viewer's experience</p> <p>Science: explaining why some angles are used more frequently in built environments than others</p>	<p>analyse the combination of different shapes and objects and their positions in the environment, in architecture, art and design</p> <p>English - understanding and using technical elements including shape, size, angle and framing to enhance meaning in visual and multimodal texts</p> <p>Science - describing the movements of objects using speed and direction</p>	<p>use their knowledge of right-angled triangles to solve problems involving direction and angles of elevation and depression</p> <p>English - understanding and evaluating the effect of technical elements in visual texts</p>
<p>give and follow directions to familiar locations</p>	<p>show and describe position and pathways on grid maps</p>	<p>describe routes using landmarks and directional language such as north, south, east, west, north-west</p> <p>History - using maps to explain routes followed by explorers or patterns of development in the Australian colonies</p>		

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
<p>interpret maps of familiar locations and identify the relative positions of key features</p> <p>Science- using maps to describe features of local environments</p>	<p>interpret information contained on maps to locate a position using simple scales, legends and directions</p> <p>English - using simple scales and legends to make connections between print and images in texts</p> <p>Science: using simple scales, legends and directions to interpret maps of given habitats</p> <p>History: creating and using grid maps, to show the location of historical features in communities</p>	<p>identify and describe locations using a grid reference system</p> <p>Science -using a grid system to locate geological events on the Earth's surface</p>	<p>create and interpret complex spatial information from maps and grids</p> <p>History - using stratigraphy (cross-sectional drawings of archaeological excavations) to identify layers and change over time</p> <p>History - using a map to depict the spread of the Black Death across Europe</p>	

Interpreting and drawing conclusions from statistical information

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
<p>collect data on an issue or question of interest based on one categorical variable, for example most popular car colours, favourite ice-cream flavours, cheapest toy</p> <p>display data using lists, tables and picture graphs</p> <p>interpret picture graphs, describing the data represented</p>	<p>collect and record data from issues and questions in given situations, using methods such as survey questions and recording sheets</p> <p>organise data into categories and create lists, tables, picture graphs and simple column graphs</p> <p>identify trends in data using class surveys and data displays</p>	<p>create and use data displays such as lists, tables, column graphs and sector graphs</p> <p>assess the relative effectiveness of different displays</p> <p>interpret secondary data presented in digital media and other information sources</p>	<p>interpret a variety of data displays, including tables, histograms, sector graphs, divided bar graphs, time series</p> <p>use the term 'mean' in connection with measures of central tendency and recognise that mean, median and mode can be different measures</p> <p>calculate mean, median, mode and range from a data set</p> <p>assess the practicalities and reasons for obtaining and reporting representative data</p>	<p>identify questions and issues involving several variables, and collect and interpret data from secondary sources</p> <p>use scatter plots to display and comment on relationships between two continuous variables, such as speed and distance</p> <p>describe trends in numerical data where the independent variable is time</p> <p>analyse techniques for collecting data, including census sampling and observation</p> <p>evaluate the use of statistics in media and other reports by linking claims to graphic displays, statistics and representative data</p>
<p>Science - using data displays to represent findings from investigations</p> <p>History - collecting and displaying data to compare their parents' childhoods with their own, for example class sizes, number of children in families then and now</p>	<p>Science - presenting evidence about the foods eaten by animals in a column graph</p> <p>History - organising and displaying data about different groups of people on the First Fleet</p>	<p>English - using data displays in texts to convey information or persuade</p> <p>Science - presenting results about resting pulse rates in a line graph</p> <p>History - interpreting statistical information such as Federation referenda figures or census data</p>	<p>English - using mathematical techniques such as graphs, tables and means to strengthen or support an argument</p> <p>Science - using secondary data collected over time to investigate changes in the mean and median rainfalls and water consumption</p> <p>History - selecting and using quantitative data as evidence to analyse historical events, for example the impact of warfare on the military forces of ancient societies</p>	<p>English - interrogating and using multiple sources of quantitative data as evidence in persuasive texts</p> <p>Science - using scatter plots to display the relationship between two continuous variables such as population growth and the use of fossil fuels</p> <p>History - using bar graphs to compare food rations from WWII with their own food consumption</p>

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
<p>identify practical activities and familiar events that involve chance such as games involving dice</p> <p>English - understanding and using language of chance in familiar contexts such as 'will', 'won't' and 'might'</p>	<p>describe possible outcomes from chance experiments and recognise variations in results</p> <p>English - understanding and using terms denoting the likelihood of events, including colloquial terms such as 'no way', 'for sure'</p>	<p>describe possible events using numerical representations, for example a 75% chance of rain, a 50/50 chance of snow, a 1 in 6 chance of rolling a 5 from a six-sided die</p> <p>compare observed frequencies with predicted frequencies of chance experiments</p> <p>English - constructing a scale to depict the likelihood of event in a text from least to most probable</p>	<p>explain why the actual results of chance events are not always the same as expected results</p>	

Using measurement

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
<p>make direct and indirect comparisons of familiar objects and terms, for example hours are longer than minutes, an elephant is heavier than a mouse</p> <p>use informal measures to collect and record information about length and height of shapes, and mass of objects</p> <p>English - understanding and using language of approximation and comparison and informal measurement terms in texts</p> <p>Science - using informal measures to record observations, comparing masses of objects using balance scale, such as measuring the heights of plants in standard measures, measuring hand spans</p>	<p>measure and compare lengths, mass, capacities and temperatures, using scaled instruments</p> <p>English - understanding and using measurement terms in texts</p> <p>Science - using a thermometer to measure heating and cooling, recording results to the nearest half unit</p>	<p>record measurements using the metric system, including decimals</p> <p>choose and use appropriate units of measurement for length, area, volume, capacity and mass</p> <p>convert between basic metric units of metres, grams and litres</p> <p>English - understanding the use of measurement terms to determine precision and recognising that precision varies according to context</p> <p>History - using measurements from maps, plans and other sources to describe historical buildings and the layout of settlements</p>	<p>choose appropriate formulas to find the areas of regular two-dimensional shapes and the volumes of prisms</p> <p>distinguish between and calculate the perimeter and area of regular shapes</p> <p>English - understanding that vocabulary choice related to measurement contributes to the specificity of texts</p>	<p>recognise that two- and three-dimensional shapes can be made up of composite shapes</p> <p>choose appropriate formulas for finding area and volume</p>
<p>name and order days of the week and months of the year</p> <p>use a calendar to identify the date and determine the number of days in each month</p> <p>describe duration using months, weeks, days and hours</p> <p>English - using the language of time to sequence events in a narrative</p> <p>History - using the language of time (for example now, then, before, after), months, weeks, days and hours to describe duration of events</p>	<p>use the terms 'am' and 'pm' accurately</p> <p>English - sequencing photographs in a time series (three time periods), identifying and communicating differences between present and past times</p> <p>English - using time-related vocabulary (second, minute, hour, day)</p>	<p>interpret and use timetables in authentic situations</p> <p>History - creating and using timetables of daily activities to describe how people lived in the past compared to today</p>	<p>use their knowledge of 12- and 24-hour time systems to solve problems involving time within a single time zone</p>	<p>use very small and very large timescales and intervals in appropriate contexts</p> <p>Science: using data from radiocarbon dating, DNA and stratigraphy to estimate dates and ages from the fossil record estimate</p>

By the end of Year 2 students:	By the end of Year 4 students:	By the end of Year 6 students:	By the end of Year 8 students:	By the end of Year 10 students:
History - using calendars and pictorial representations to sequence events from the past	Science - using am and pm when describing night and day in relation to the Earth's rotation History - developing a calendar to calculate the duration of events, for example the journey of the First Fleet and comparing this with the time it would take to make the trip from Portsmouth to Sydney today			
tell time to the quarter hour	tell time to the minute	apply their knowledge of 12- and 24-hour time systems to convert between the two systems		

Information and communication technology (ICT) capability

Introduction

In the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

Information and communication technologies are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences and its adaptation in different contexts. They transform the ways that students think and learn and give them greater control over how, where and when they learn.

Scope of ICT capability

The nature and scope of ICT capability is not fixed, but is responsive to ongoing technological developments. This is evident in the emergence of advanced internet technology over the past few years and the resulting changes in the ways that students construct knowledge and interact with others.

Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

ICT capability across the curriculum

ICT capability supports and enhances student learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and appropriate social and ethical protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs.

Learning areas provide the content and contexts within which students develop and apply the knowledge, skills, behaviours and dispositions that comprise ICT capability.

ICT capability and the Technologies learning area

Information and communication technology is represented in two ways in the Australian Curriculum: through the ICT capability that applies across all learning areas and within the Technologies curriculum through Digital technologies. The ICT capability will be reviewed (and revised if necessary) to ensure that there is consistency with the Technologies curriculum following its development.

The ICT capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where ICT capability has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where ICT capability has been identified. Teachers may find further opportunities to incorporate explicit teaching of ICT capability depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

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- [Information and communication technology in History](http://www.australiancurriculum.edu.au/History/General-capabilities)
(<http://www.australiancurriculum.edu.au/History/General-capabilities>)

Background

This background summarises the evidence base from which the ICT capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on ICT across the curriculum.

ICT capability is based on sets of relevant knowledge, skills, behaviours and dispositions. Internationally, such capability is typically represented developmentally across interrelated domains or elements to show increasingly sophisticated experiences with the technology. For example, the ICT curriculum for England presents 'lines of progression' in strands and sub-strands. The National Education Technology Standards (NETS) for students provided by the International Society for Technology in Education (ISTE) represent capability with six sets of standards.

In Australia, the *Statements of Learning for ICT* were presented as five broadly defined conceptual organisers, representing key aspects of ICT that apply across the curriculum. The Australian Council for Educational Research (ACER) has also identified a progression in research associated with the National Assessment Program – ICT Literacy.

Early researchers into ICT in education, such as Papert (1980) and Turkle (1984), considered that students constructed reality from experience and prior knowledge. The student interacts with the environment and, to cope with this environment, develops a conceptual framework to explain the interaction. More recent theorists, such as Dede (2009), echo these earlier propositions even as technologies evolve, giving rise to the set of constructs upon which the ICT capability is based. In particular, the overarching element *Applying social and ethical protocols and practices when using ICT* addresses the personal, social and cultural contexts introduced by theorists such as Papert and Turkle.

ICT capability is based on the assumption that technologies are digital tools that enable the student to solve problems and carry out tasks. That is, the ICT system needs to suit the student and the task, while the student needs to develop an understanding of what the machine can do and an appreciation of the limitations under which it operates. In this way, students come to perceive ICT systems as useful tools rather than feeling that they themselves are the tools of the machine (Maas 1983). The latter often occurs when users have little information about how ICT systems operate and simply follow set, standard procedures, determined for them by the system.

Therefore, ICT capability needs to consider the types of tasks that provide authentic contexts for learning. The range of tasks is categorised into three sets: *Investigating with ICT*, *Communicating with ICT* and *Creating with ICT*. Students also need the knowledge and skills to use ICT based on an understanding of the 'nature of the machine'. This is encompassed in the *Managing and operating ICT* element of the continuum.

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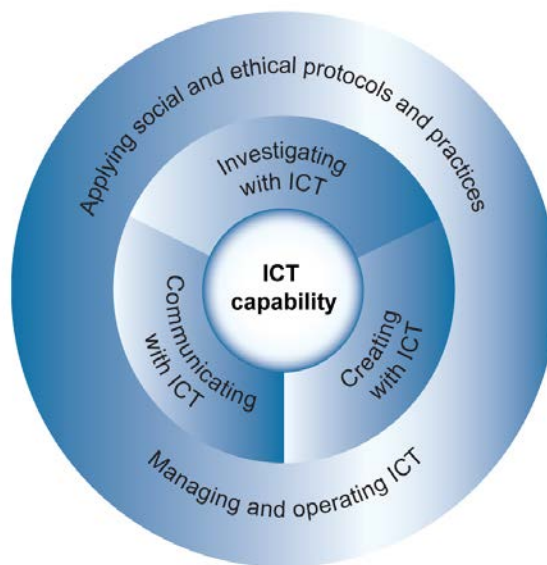
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Organising elements

The ICT capability learning continuum is organised into five interrelated elements:

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

The diagram below sets out these elements.



Organising elements for ICT capability

Applying social and ethical protocols and practices when using ICT

Students develop ICT capability within a context of social and ethical protocols and practice. This element involves students in developing an understanding of:

- intellectual property pertaining to digital information
- digital information security, including the responsibility to:
 - protect the rights, identity, privacy and emotional safety of online audiences
 - avoid and prevent cyberbullying
 - ensure security of self and/or others
 - respect audiences, being aware of the portrayal of self and others
- the benefits and consequences of ICT for individuals, groups and communities in society, such as:
 - becoming drivers of ICT, seeing themselves as creators as well as consumers of ICT
 - recognising its capacity to enhance participation and inclusion

- analysing how changes in technology impact on and relate to changes in society.

Investigating with ICT

This element involves students in using ICT to access data and information from a range of primary and secondary sources when investigating questions, topics or problems. To do this effectively and efficiently, students use processes of defining, planning, locating, accessing, selecting, organising and evaluating information and data. Students use ICT to:

- define and plan information searches
- locate and access data and information through:
 - search engines, search functions, and general and specialised directories
 - navigation tools between and within documents
 - opening files of different formats
 - organising data and information using a range of ICT tools
- select and evaluate data and information by applying criteria to verify the integrity of data and information and their sources.

Creating with ICT

This element involves students in using ICT to generate ideas, plans, processes and solutions to challenges and tasks. These may relate to learning a concept, completing an activity or responding to a need, and may be self- or teacher-generated. Students use ICT to generate ideas, plans and processes to:

- clarify a task, or the steps and processes required to develop responses to questions or solutions to problems
- generate products or solutions for challenges and learning area tasks to:
 - develop, refine and present new understandings in a digital form
 - create a digital input or a process to support a digital output to transform digital data and information.

Communicating with ICT

This element involves students in using ICT to communicate ideas and information with others and collaboratively construct knowledge, in adherence with social protocols appropriate to the communicative context (purpose, audience and technology). Students use ICT to:

- share, exchange and collaborate to enhance learning by:
 - sharing information in digital forms
 - exchanging information through digital communication
 - collaborating and collectively contributing to a digital product
- understand and apply social protocols to receive, send and publish digital data and information, taking into account characteristics of users

- apply techniques or strategies to ensure security of digital information, to control access, protect files and report abuse.

Managing and operating ICT

This element involves students in using ICT to investigate, create and communicate. This involves applying technical knowledge and skills to work with information as required and use information classification and organisation schemes. Students:

- use digital technologies efficiently including:
 - troubleshooting
 - adjusting parameters
 - monitoring occupational health and safety issues
- select appropriate combinations of digital hardware and software to match the needs of the user and the task
- understand the transferability of knowledge and skills between digital systems and applications
- use software to manage and maintain information in digital files.

ICT capability continuum across stages of schooling

Applying social and ethical protocols and practices

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
Intellectual property		
recognise that people create information resources and that the information they create or provide can be used or misused by others (for example understanding that you cannot copy someone else's work)	apply practices that comply with legal obligations regarding the ownership and use of information resources (for example naming sources, avoiding plagiarism, knowing what may or may not be copied)	recognise ethical dilemmas and apply practices that protect intellectual property (for example understanding that pirating denies musicians payment for their work)
Information security		
follow class rules about using resources and apply basic guidelines to secure personal information (for example recognising that when logging onto the network, they are only able to access their own folders)	apply strategies for protecting the security of personal information (for example checking integrity of web links)	use a range of strategies for securing and protecting information and understand the need for codes and conduct (for example using filters to divert junk mail)
Personal security		
recognise the need to take care in sharing personal information (for example messaging only to people you know)	recognise the rights, identity, privacy and emotional safety of themselves and others when using ICT (for example understanding the dangers of providing personal information, recognising ways of using ICT that can result in cyberbullying)	apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT (for example identifying possible consequences of posting personal information on social networking sites, taking responsibility for the effect of their communications on other people)
ICT and society		
identify how ICT is used in their homes and at school (for example identifying examples in the community such as borrowing a library book, online lunch ordering)	explain the use of ICT at school and in the local community, and understand its impact on their lives (for example recognising the potential impact on health of prolonged electronic game playing)	assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use (for example recognising the potential of enhanced inclusivity for people with disability through ICT)

Investigating with ICT

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
Defining and planning information searches		
use ICT to identify, record, group and classify textual and graphic information to show what is known and what needs to be investigated (for example using colour coding, drawing software to show steps in a sequence)	use appropriate ICT to identify and represent patterns in sets of information and to pose questions (for example using tables in word processing and charts in spreadsheets)	select and use appropriate ICT independently and collaboratively, analyse information to frame questions and plan search strategies (for example using wikis, searching databases)
Locating and accessing data and information		
locate and retrieve textual and graphic information from a range of digital sources (for example locating information following hyperlinks and typing in simple URL, printing pages, copying and pasting text and images)	plan, locate (using search engines and basic search functions), retrieve and organise information in meaningful ways (for example searching within document – find/search/buttons/tabs; locating files within school directory; searching across web or within site)	use advanced search tools and techniques to locate precise data and information that supports the development of new understandings (for example using logical statements such as true/false; searching within fields or for data type; using datalogger equipment, digital microscope)
Selecting and evaluating data and information		
explain the usefulness of located information (for example explaining how digital information answers a question)	assess the suitability of information using appropriate criteria (for example selecting the most useful/reliable/relevant digital resource from a set of three or four alternatives)	develop and use criteria systematically to evaluate the quality, suitability and credibility of located information and sources (for example comparing objective data from multiple digital sources to evaluate the likely credibility of the information provided)

Creating with ICT

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
Generating ideas, plans and processes		
use ICT to prepare simple plans to find solutions or answers to questions (for example drawing simple mindmap using conceptual mapping software; drawing software to show steps in sequence)	use ICT effectively to record ideas, represent their thinking and plan solutions (for example using timeline software to plan processes; concept mapping and brainstorming software to generate key ideas)	select and use ICT to articulate ideas and concepts, and plan the development of complex solutions (for example using software to create hyperlinks, tables and charts)
Generating solutions to challenges and learning area tasks		
experiment with ICT as a creative tool to generate simple solutions or modifications for particular audiences or purposes (for example using the basic functionality of limited software to manipulate text, images, audio and numbers)	create digital solutions, independently or collaboratively, for particular audiences and purposes (for example manipulating images, text, video and sound for presentations; creating podcasts)	design and modify creative digital solutions, for particular audiences and for a range of purposes (for example modelling solutions in spreadsheets, creating movies, animations, websites and music; programming games; using databases; creating web pages for visually impaired users)

Communicating with ICT

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
Collaborating, sharing and exchanging		
use identified ICT tools safely to share and exchange information with appropriate audiences (for example using email to read and post electronic messages)	select and use appropriate ICT tools safely to share and exchange information and to collaborate with others (for example contributing to the content of a wiki; blogging and posting to bulletin boards)	select and use a range of ICT tools efficiently and safely to share and exchange information and to construct knowledge collaboratively (for example using online applications and management tools for collaborative projects such as online portals, wikis)
Understanding and applying social protocols		
apply basic social protocols when communicating with known audiences (for example addressing recipients appropriately in emails)	apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts (for example not posting a photo without the owner's permission; not revealing details of identity)	discriminate between protocols suitable for different communication tools when collaborating with local and global communities (for example using appropriate salutations; adjusting length and formality of message to suit form of communication)
Applying techniques or strategies to ensure security of information		
use limited techniques to ensure digital security (for example logging on to server and email)	independently establish secure accounts for approved online environments (for example using non-predictable user names and passwords)	assess the risks associated with online environments and establish appropriate security strategies as required (for example modifying default parameters at social networking site)

Managing and operating ICT

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
Using ICT efficiently and ergonomically		
safely use a limited range of devices, functions and commands when operating an ICT system (for example mouse, USB flash drive, printer, digital camera, robot)	use a range of devices ergonomically and with increasing efficiency, and use basic troubleshooting procedures to solve routine malfunctions (for example using printer queues, file servers, scanners, probes, digital cameras)	use and optimise a selected range of devices and software functions to meet particular tasks (for example altering toolbars, sorting and layout functions; using duplex printing; setting proxies)
Selecting hardware and software		
identify appropriate software for a task (for example using page layout software for posters)	select from appropriate hardware and software to undertake specific tasks (for example selecting specific graphics software or graphic tools in word processors)	independently select and apply appropriate software and hardware to suit specific tasks, purposes and social contexts (for example selecting an appropriate option for creating a website such as an online tool or an HTML editor)
Understanding ICT systems		
identify the main components of an ICT system, their fundamental functions, and describe them using basic ICT terminology (for example identifying basic hardware and peripherals, such as mouse, keyboard, monitor, printer, and some software programs, such as word processing, drawing and paint software)	understand the uses of basic ICT system components (for example input – keyboard; process – central processing unit; output – display to monitor; storage – USB, hard drive)	apply an understanding of ICT system components to make changes to functions, processes, procedures and devices to fit the purpose of the solutions (for example saving files in different formats so that they are compatible across different software platforms)
Managing digital data		
manage and maintain digital files with guidance (for example saving and retrieving files; providing unique names for files; applying basic functions such as opening and dragging-and dropping files)	effectively manage and maintain files on different storage mediums – locally and on networks (for example saving/exporting data in files of different formats; routinely backing up and protecting data; moving a file from one location to another))	manage and maintain files securely in a variety of storage mediums and formats (for example designing and using logical and sustainable file/folder naming conventions; maintaining version control of documents; limiting access to files by location or password)

Critical and creative thinking

Introduction

In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in the lives beyond school.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises that critical and creative thinking are fundamental to becoming successful learners. Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter problems, unfamiliar information and new ideas. In addition, the progressive development of knowledge about thinking and the practice of using thinking strategies can increase students' motivation for, and management of, their own learning. They become more confident and autonomous problem-solvers and thinkers.

Responding to the challenges of the twenty-first century – with its complex environmental, social and economic pressures – requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

Scope of Critical and creative thinking

This capability combines two types of thinking – critical thinking and creative thinking. Though the two are not interchangeable, they are strongly linked, bringing complementary dimensions to thinking and learning.

Critical thinking is at the core of most intellectual activity that involves students in learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of thinking skills are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.

Creative thinking involves students in learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition. The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output, or occur as virtual reality.

Concept formation is the mental activity that helps us compare, contrast and classify ideas, objects, and events. Concept learning can be concrete or abstract and is closely allied with metacognition. What has been learned can be applied to future examples.

It underpins the elements outlined below. Dispositions such as inquisitiveness, reasonableness, intellectual flexibility, open- and fair-mindedness, a readiness to try new ways of doing things and consider alternatives, and persistence both promote and are enhanced by critical and creative thinking.

Critical and creative thinking can be encouraged simultaneously through activities that integrate reason, logic, imagination and innovation – for example, focusing on a topic in a logical, analytical way for some time, sorting out conflicting claims, weighing evidence, thinking through possible solutions, and then, following reflection and perhaps a burst of creative energy, coming up with innovative and considered responses. Critical and creative thinking are communicative processes that develop both flexibility and precision. Communication is integral to each of the thinking processes. By sharing thinking, visualisation and innovation, and by giving and receiving effective feedback, students learn to value the diversity of learning and communication styles.

For a description of the organising elements for Critical and creative thinking, go to Organising elements.

Critical and creative thinking across the curriculum

The imparting of knowledge (content) and the development of thinking skills are accepted today as primary purposes of education. The explicit teaching and embedding of critical and creative thinking throughout the learning areas encourages students to engage in higher order thinking. By using logic and imagination, and by reflecting on how they best tackle issues, tasks and challenges, students are increasingly able to select from a range of thinking strategies and employ them selectively and spontaneously in an increasing range of learning contexts.

Activities that foster critical and creative thinking should include both independent and collaborative tasks, and entail some sort of transition or tension between ways of thinking. They should be challenging and engaging, and contain approaches that are within the ability range of the learners, but also challenge them to think logically, reason, be open-minded, seek alternatives, tolerate ambiguity, inquire into possibilities, be innovative risk-takers and use their imagination.

Critical and creative thinking is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where critical and creative thinking has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where critical and creative thinking has been identified. Teachers may find further opportunities to incorporate explicit teaching of critical and creative thinking depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

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Background

This background summarises the evidence base from which the Critical and creative thinking capability's introduction, organising elements and learning continuum have been developed. It draws on foundational and recent international and national research, as well as initiatives and programs that focus on critical and creative thinking across the curriculum.

Critical and creative thinking are variously characterised by theorists as dispositions (Tishman, Perkins and Jay; Ritchhart, Church and Morrison), taxonomies of skills (Bloom; Anderson, Krathwohl et al.), habits and frames of mind (Costa and Kallick; Gardner; de Bono), thinking strategies (Marzano, Pickering and Pollock), and philosophical inquiry (Lipman, Sharp and Oscanyan). Each of these approaches has informed the development of the Critical and creative thinking capability.

The capability is concerned with the encouragement of skills and learning dispositions or tendencies towards particular patterns of intellectual behaviour. These include being broad, flexible and adventurous thinkers, making plans and being strategic, demonstrating metacognition, and displaying intellectual perseverance and integrity. Students learn to skilfully and mindfully use thinking dispositions or 'habits of mind' such as risk taking and managing impulsivity (Costa and Kallick 2000) when confronted with problems to which solutions are not immediately apparent.

Both Gardner (1994) and Robinson (2009) emphasise that we need to understand and capitalise on the natural aptitudes, talents and passions of students – they may be highly visual, or think best when they're moving, or listening, or reading. Critical and creative thinking are fostered through opportunities to use dispositions such as broad and adventurous thinking, reflecting on possibilities, and metacognition (Perkins 1995), and can result from intellectual flexibility, open-mindedness, adaptability and a readiness to experiment with and clarify new questions and phenomena (Gardner 2009). Recent discoveries in neuroscience have furthered theories about thinking, the brain, perception and the link between cognition and emotions. Theorists believe that learning is enhanced when rich environments contain multiple stimuli, stressing the importance of engaging the mind's natural curiosity through complex and meaningful challenges.

Educational taxonomies map sequences of skills and processes considered to be foundational and essential for learning. The most well known of these, developed by Bloom et al. (1956), divided educational objectives into domains where learning at the higher levels was dependent on having attained prerequisite knowledge and skills at lower levels. In 1967, Bruner and colleagues described the process of concept learning as an active process in which learners construct new concepts or ideas based on their knowledge.

The philosophical inquiry model, first applied to school education by Lipman, Sharp and Oscanyan (1980), has two major elements: critical and creative thinking, and forming a classroom environment called a 'community of inquiry', to support the development of thinking and discussion skills. This model places emphasis on possibilities and meanings, wondering, reasoning, rigour, logic, and using criteria for measuring the quality of thinking.

Lave and Wenger (1991) described 'learning communities' that value their collective competence and learn from each other. Through their notion of 'authentic' learning, the importance of engagement and linking student interests and preferred learning modes with classroom learning has emerged. Marzano, Pickering and Pollock (2001) identified the strategies most likely to improve student achievement across all content areas and grade levels. These include using non-linguistic representations and learning organisers, and generating and testing hypotheses.

In 2001, Anderson and Krathwohl changed Bloom's cognitive process of 'synthesis' to 'creativity' and made it the highest level of intellectual functioning. They believed the ability to create required the production of an original idea or a product from a unique synthesis of discrete elements.

Twenty-first century learning theories emphasise the importance of supporting authentic and ubiquitous (anywhere, anyhow) learning, and providing students with opportunities, resources and spaces to develop their creative and critical thinking skills (Newton and Fisher 2009; McGuinness 1999, 2010). Gardner's (2009) five 'minds' for the future – the disciplined, synthesising, creating, respectful and ethical minds – offers a helpful starting place. Learners need to develop the skills to analyse and respond to authentic situations through inquiry, imagination and innovation.

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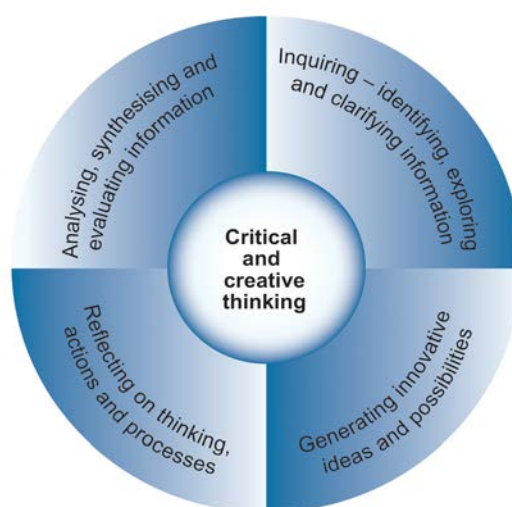
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Organising elements

The Critical and creative thinking learning continuum is organised into four interrelated elements, each detailing differing aspects of thinking. The elements are not a taxonomy of thinking. Rather, each makes its own contribution to learning and needs to be explicitly and simultaneously developed.

- Inquiring – identifying, exploring and clarifying information
- Generating innovative ideas and possibilities
- Reflecting on thinking, actions and processes
- Analysing, synthesising and evaluating information.

The diagram below sets out these elements.



Organising elements for Critical and creative thinking

Inquiring – identifying, exploring and clarifying information

This element involves students in the identification and clarification of questions and issues, followed by gathering and processing information. When gathering, exploring and clarifying information and ideas creatively, students develop the capacity to be open-minded and ask different kinds of questions. Identifying and facing new challenges and opportunities leads them to more effectively process new information and more efficiently expand their knowledge. In summary, inquiring primarily consists of:

- identifying, exploring and clarifying questions and issues
- gathering, organising and processing information
- transferring knowledge into new contexts.

Generating innovative ideas and possibilities

This element involves students in the investigation, organisation and evaluation of ideas through considering alternatives and seeking innovative solutions. Students generate and develop ideas and possibilities through engagement in challenging activities.

Learning to plan and manage thinking aids the development of intellectual flexibility and leads to the consolidation of learning. In summary, generating primarily consists of:

- imagining possibilities and considering alternatives
- seeking and creating innovative pathways and solutions
- suspending judgment to visualise possibilities.

Reflecting on thinking, actions and processes

This element involves students in suspending judgment and reflecting on thinking processes (metacognition), procedures and products to create alternatives or open up possibilities. Through using these thinking skills, processes and dispositions, students gain an understanding of how to best achieve outcomes. They practise the categorisation and linking of ideas in innovative ways. In summary, reflecting primarily consists of:

- reflecting on thinking (metacognition)
- reflecting on procedures and products.

Analysing, synthesising and evaluating information

This element involves students in analysing, synthesising and applying logic, and reflecting on how to best tackle issues, tasks and challenges. Students assess and select from a range of thinking strategies to evaluate ideas and information and draw conclusions. Finding new contexts to employ these conclusions selectively, and synthesising their knowledge, assists in the design of a course of action. In summary, analysing primarily consists of:

- applying logical and inventive reasoning
- drawing conclusions and designing a course of action.

Critical and creative thinking continuum across stages of schooling

Inquiring – identifying, exploring and clarifying information

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
Identifying, exploring and clarifying questions and issues		
pose questions to explore issues in their own world (for example asking why certain actions and events occurred)	pose questions that identify and describe issues beyond their immediate world (for example questioning conventional responses to local and world events, asking who, when and why)	pose questions that probe complex and abstract ideas about societal issues (for example developing and modifying questions to inform an inquiry, uncover complexity or provoke argument)
identify main ideas and clarify meaning in information (for example examining themes in texts or images)	prioritise ideas and select information to form a considered and/or creative response to an issue (for example giving reasons for preferring a photo or a memory to recall an occasion)	explore the coherence and logic of multiple perspectives on an issue (for example exploring contrasting positions such as in an environmental issue)
Gathering, organising and processing information		
organise information based on similar ideas from given sources (for example finding examples of kindness in several resources)	identify and categorise information from multiple sources (for example establishing issues of a similar nature in literature and film)	pose questions to test possibilities and examine independently sourced data for bias and reliability (for example critiquing a range of sources to establish ways of verifying reliability)
compare and contrast points identified within information	sequence, paraphrase, elaborate or condense information from a range of sources	process complementary and contradictory information from primary and secondary sources
Transferring knowledge into new contexts		
use relevant information from a previous experience to inform a new experience (for example recalling the reasons previously given and applying them in new situations)	apply knowledge gained from one context to another unrelated context and apply new meaning (for example considering the meaning of change as it is used in science compared with its meaning in history)	construct systematic plans to transfer ideas and trends between different scenarios (for example looking for patterns and integrating various topics into one problem)

Generating innovative ideas and possibilities

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
Imagining possibilities and considering alternatives		
<p>create new ideas by linking what they know in imaginative and original ways (for example considering whether it is possible for a person to be taller and shorter than you at the same time)</p> <p>explain or demonstrate ideas in a variety of ways to help others' understanding</p>	<p>create analogies by matching two ideas in context (for example using unusual or unexpected combinations of ideas to create new possibilities)</p> <p>use a range of visualisation strategies to challenge and investigate possibilities (for example diagrams, mindmapping)</p>	<p>draw parallels between known and new scenarios, and use ideas, patterns and trends to consider new possibilities (for example developing hypotheses based on known models and theories)</p> <p>represent explanations and ideas by using imagery and symbolism to communicate creative ideas to others</p>
Seeking and creating innovative pathways and solutions		
<p>think imaginatively – asking 'What if ...?' to generate unusual responses to a problem (for example What if a person understood the language spoken by everyone?)</p> <p>look for new patterns and connections within information in familiar situations (for example mapping connections between events in texts)</p>	<p>recognise there are multiple choices for solving a problem and imagine outcomes of these possibilities (for example generating and building on varied possible solutions to a problem that affects their lives)</p> <p>engage in challenging situations, and persist with generating new approaches when initial ideas do not work (for example persisting with an idea when conducting an investigation and seeing 'failures' as challenging)</p>	<p>predict possibilities and envisage consequences when seeking new meanings (for example pursuing an unexpected result or several solutions in an inquiry)</p> <p>speculate on possible options and outcomes, and modify responses to concrete and abstract ideas (for example developing ideas for further investigation based on past experiences)</p>
Suspending judgment to visualise possibilities		
<p>consider alternative actions to given situations (for example exploring problems identified in learning areas and ways of overcoming them)</p>	<p>set their judgments to one side to consider alternative ideas and actions (for example taking risks when exploring ideas, concepts and knowledge)</p>	<p>temporarily suspend rational thinking to allow new possibilities to emerge (for example expressing, in other forms, ideas or concepts that cannot be expressed in words)</p>

Reflecting on thinking, actions and processes

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
Reflecting on thinking		
with support, identify and describe thinking and learning strategies they have used (for example deciding the best strategy for solving a problem)	independently reflect on their thinking, consider reasonable criticism and adjust thinking if necessary (for example identifying where methods of investigation and inquiry could be improved)	give reasons to support their own thinking, show awareness of opposing viewpoints and possible weaknesses in their own positions (for example comparing justifications for approaching problems in certain ways)
describe their thinking in terms of personal feelings and concerns	form personal theories, paraphrase and construct analogies or similes to explain their thinking	set personal goals for further development of critical and creative thinking
Reflecting on procedures and products		
reflect on whether they have accomplished what they set out to do (for example Did they listen well to a peer's answer?)	explain and justify actions and solutions against identified criteria (for example examining their own and peer responses to an issue)	evaluate the effectiveness of possible solutions and implement improvement to achieve desired outcomes (for example evaluating the strength of a conclusion, identifying alternative solutions consistent with evidence)

Analysing, synthesising and evaluating information

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
Applying logical and inventive reasoning		
<p>consider and choose information that is relevant to understanding given situations or issues (for example distinguishing between what is 'real' and what is imagined in texts)</p> <p>identify the details of a whole task and separate it into workable parts (for example sorting information in graphs and graphic organisers)</p>	<p>identify gaps in knowledge and missing elements in information, seek further information to make improvements and use evidence to test propositions (for example assessing whether there is enough evidence to make a particular claim)</p> <p>choose pertinent information from a range of sources and separate this information into smaller parts or ideas (for example examining sources of evidence to identify similarities and differences)</p>	<p>analyse the means and resources available for finding solutions (for example testing propositions to identify reliability of data and faulty reasoning)</p> <p>balance rational and irrational components of a complex or ambiguous problem to evaluate evidence (for example exploring attitudes to changing patterns of social groupings)</p>
Drawing conclusions and designing a course of action		
<p>recognise a problem and explore possible pathways for reaching a conclusion</p> <p>consider alternative courses of action when presented with new information (for example asking how an outcome would change if a character acted differently)</p>	<p>draw on prior knowledge and evidence to formulate solutions to a problem</p> <p>use concrete, pictorial and digital models to check reasoning and modify actions accordingly (for example using graphs, charts, visuals to chart progress of an action/argument and propose alternatives)</p>	<p>identify a problem, isolate its important aspects, and use logical and abstract thinking to formulate a response</p> <p>analyse and synthesise complex information to draw conclusions and inform a course of action (for example using primary or secondary evidence to support or refute a conclusion)</p>

Personal and social capability

Introduction

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that personal and social capability assists students to become successful learners, helping to improve their academic learning and enhancing their motivation to reach their full potential. Personal and social capability supports students in becoming creative and confident individuals with ‘a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing’, with a sense of hope and ‘optimism about their lives and the future’. On a social level, it helps students to ‘form and maintain healthy relationships’ and prepares them ‘for their potential life roles as family, community and workforce members’ (MCEETYA, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Scope of Personal and social capability

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named ‘Personal and social capability’, the words ‘personal/emotional’ and ‘social/relational’ are used interchangeably throughout the literature and within educational organisations. The term ‘Social and Emotional Learning’ is also often used, as is the SEL acronym.

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

For a description of the organising elements for Personal and social capability, go to Organising elements.

Personal and social capability across the curriculum

Personal and social capability skills are addressed in all learning areas and at every stage of a student's schooling. However, some of the skills and practices implicit in the development of the capability may be most explicitly addressed in specific learning areas, such as Health and Physical Education.

The Personal and social capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Personal and social capability has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where Personal and social capability has been identified. Teachers may find further opportunities to incorporate explicit teaching of Personal and social capability depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Personal and social capability in English](http://www.australiancurriculum.edu.au/English/General-capabilities#Critical-and-creative-thinking)
(<http://www.australiancurriculum.edu.au/English/General-capabilities#Critical-and-creative-thinking>)
- [Personal and social capability in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities#Critical-and-creative-thinking)
(<http://www.australiancurriculum.edu.au/Mathematics/General-capabilities#Critical-and-creative-thinking>)
- [Personal and social capability in Science](http://www.australiancurriculum.edu.au/Science/General-capabilities#Critical-and-creative-thinking)
(<http://www.australiancurriculum.edu.au/Science/General-capabilities#Critical-and-creative-thinking>)
- [Personal and social capability in History](http://www.australiancurriculum.edu.au/History/General-capabilities#Critical-and-creative-thinking)
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Background

This background summarises the evidence base from which the Personal and social capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on personal and social capability across the curriculum.

The domain of personal and social learning is not new, despite changes to nomenclature, definitions and understandings over the past century. In 1920, Thorndike identified 'social intelligence' as an important facet of intelligence. Since then, many researchers and educators, including Moss and Hunt (1927), Vernon (1933), Wechsler (1940), Gardner (1983), Salovey and Mayer (1990), Seligman (1998) and Goleman (1995, 1998, 2006), have explored this concept, each contributing to current understandings of this domain. Importantly, recent contributors have emphasised the ability to develop and improve personal and social capability both as adults and as children.

Two contributors have been particularly significant to recent developments in personal and social learning as a competence or capability in school education. Gardner's (1983) *Frames of Mind: the theory of multiple intelligences* broadened notions of intelligence, introducing and popularising the concepts of intrapersonal and interpersonal intelligence, which represented two of his eight intelligences. More recently, Goleman further popularised the concepts of emotional intelligence (1995) and social intelligence (2006) in educational discourse.

In 1994, Goleman and others founded the Collaborative for Academic, Social, and Emotional Learning (CASEL) at the University of Illinois Chicago (UIC). Since then, CASEL has been the world's leading organisation in advancing understandings, research, networks, curriculum, school practice and public policy in the area of personal and social learning.

CASEL's evidence-based approach and definitions of Social and Emotional Learning (SEL) are the best known and most highly respected in the world today, and provide an excellent framework for integrating the academic, emotional and social dimensions of learning.

Most educational programs around the world that integrate social and emotional learning are based on CASEL's SEL framework. This framework is also drawn upon and referenced by various personal, interpersonal and social curricula in Australian states and territories, and by programs such as *MindMatters*, *KidsMatter* and *Response Ability*.

While some differences emerge within the literature about how personal and emotional learning should be named, constructed and taught, and different organisations also include some additional categories, it is widely accepted that a Personal and social capability will always include a minimum foundation of the four interrelated and non-sequential organising elements – *Self-awareness*, *Self-management*, *Social awareness* and *Social management* – used in the Personal and social capability learning continuum.

The capability has also been richly informed by understandings gained through the *National Framework for Values Education in Australian Schools* (DEEWR 2005), and the resultant Values education initiatives in all areas of Australian schooling. In addition, the *Melbourne Declaration on Goals for Young Australians* (MCEETYA, p. 5) states that 'a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others'. While Values education is certainly found in the Personal and social capability, it is also located within other general capabilities, such as Ethical behaviour.

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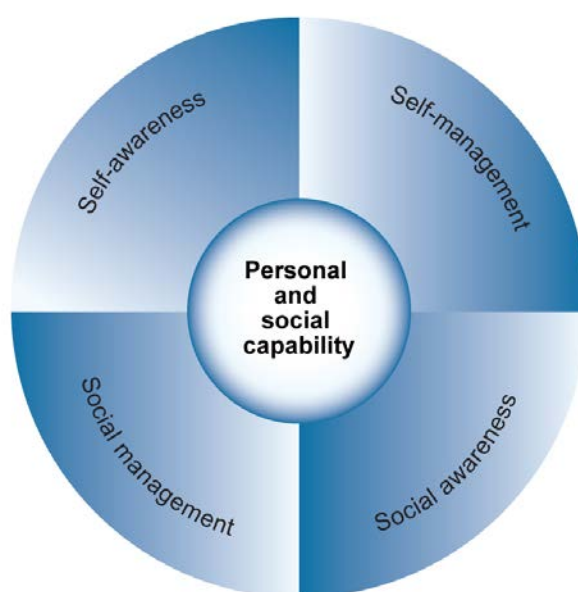
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Organising elements

The Personal and social capability learning continuum is organised into four interrelated elements of:

- Self-awareness
- Self-management
- Social awareness
- Social management.

The diagram below sets out these elements.



Organising elements for Personal and social capability

Self-awareness

This element involves students in recognising, understanding and labelling their own emotions, values, strengths and capacities. It involves students in knowing what they are feeling in the moment, having a realistic assessment of their own abilities and a well-grounded sense of self-worth and self-confidence. Self-awareness also involves reflecting on and evaluating one's learning, identifying personal characteristics that contribute to or limit effectiveness, learning from successes or failures, and being able to interpret one's own emotional states, needs and perspectives. In summary, Self-awareness primarily consists of:

- recognition of emotions
- self-knowledge
- self-perception
- self-worth
- reflective practice.

Self-management

This element involves students in effectively managing and regulating their own emotions and behaviour, and persisting in completing tasks and overcoming personal obstacles. It includes learning self-discipline and self-control, and setting personal and academic goals. This is achieved through learning to be conscientious, delaying gratification and persevering in the face of setbacks and frustrations. Self-management also involves managing and monitoring one's own learning, taking responsibility for one's behaviour and performance, increasing personal motivation and planning, and undertaking work independently. It also involves the metacognitive skill of learning when and how to use particular strategies. In summary, Self-management primarily consists of:

- appropriate expression of emotions
- self-discipline
- goal setting and tracking
- working independently and showing initiative
- confidence, resilience and adaptability.

Social awareness

This element involves students in perceiving and understanding other people's emotions and viewpoints, and showing understanding and empathy for others. It includes appreciating and understanding what others are feeling, being able to consider their perspective and interacting positively with diverse groups of people. Social awareness involves being able to interpret and understand others' perspectives, emotional states and needs, which results in inclusive interactions and respect for individual and group differences. It also involves identifying the strengths of team members and defining and accepting individual and group roles and responsibilities. Ideally, this will result in a desire to advocate for and be of service to others, and to respect the principles of inclusivity, equality and social justice. Students will also gain an understanding of the diversity and rich cultural dimensions of contemporary Australia and the capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In summary, Social awareness primarily consists of:

- empathy
- appreciating diverse perspectives
- contributing to civil society, advocacy for and service to others
- understanding relationships.

Social management

This element involves students in forming strong and healthy relationships, and managing and positively influencing the emotions and moods of others. It includes learning how to cooperate, negotiate and communicate effectively with others, work in teams, make decisions, resolve conflict and resist inappropriate social pressure. It also involves the ability to initiate and manage successful personal relationships, and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as working in harmony with others and with shared purposes. In summary, Social management primarily consists of:

- communication
- working collaboratively
- decision making
- conflict resolution and negotiation
- building and maintaining relationships
- leadership.

Personal and social capability continuum across stages of schooling

Self-awareness

Recognising emotions		
By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
identify and name their emotions, and the impact emotions have on their lives (for example identifying specific emotions in responding to particular stories)	describe and understand their emotional responses in various situations, including how emotions are linked to behaviour and learning (for example making connections between texts and their own experiences)	demonstrate deepening understandings of their emotional responses in a range of learning and social situations (for example identifying and articulating their challenges and strengths in individual and collaborative learning situations)
Self-knowledge		
discover personal strengths and challenges, and describe their abilities, likes and dislikes (for example understanding that language can be used to explore ways of expressing needs, likes and dislikes)	describe and assess personal strengths and challenges, learning from success and failure (for example keeping a journal of their learning, describing both positive and negative experiences)	apply knowledge of their strengths and abilities as learners to other aspects of their lives (for example applying learning from scientific inquiry, such as forming and testing a hypothesis to other contexts)
Self-perception		
discover who they are and where they fit into their family, class and peer groups (for example using their senses to make observations and explore the world around them)	recognise a range of external influences that may impact on their sense of identity (for example using historical inquiry to examine factors that lead to a sense of identity for people in other cultures, and for themselves)	demonstrate deepening understandings of their personal identity, including its effects on their self-esteem, self-confidence, health, wellbeing, learning and relationships (for example creating literacy texts that reflect an emerging sense of personal style)
Self-worth		
recognise and celebrate what they have done well, and acknowledge and learn from their mistakes (for example sharing a personal experience, interest or discovery with peers, and verbalising what they have learnt from this experience)	demonstrate awareness of personal habits and behaviour, and factors influencing their successes and mistakes (for example setting learning and study goals that take into account their challenges and build on their strengths)	describe, clarify, value and reflect on the range of their own opinions, beliefs, values, questions, choices and emotional responses (for example reflecting on personal understanding of the world drawn from texts they have read, and creating texts that represent personal belief systems)
Reflective practice		
reflect on and discover more about themselves – their strengths, challenges and interests (for example reporting to class through 'show and tell' opportunities to identify and describe their interests)	reflect on and apply learning to their everyday lives to consolidate strengths and address challenges (for example when working in small groups, build on their strengths in various roles, and setting goals to develop specific skills)	reflect on and make realistic assessments of their abilities, identifying characteristics that contribute to or limit their effectiveness as learners, friends and community members (for example developing personal learning plans that take account of their strengths and challenges)

Self-management

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
Appropriate expression of emotions		
understand and begin to demonstrate appropriate expression and management of their emotions (for example using voice level and facial expressions appropriate to different situations)	draw and understand complex connections between their emotions and their behaviour, as they relate to learning and relationships (for example understanding uses of subjective and objective language, including when it is appropriate to share feelings)	express and manage their opinions, beliefs, values, questions, choices and emotional responses (for example choosing appropriate language and voice to convey personal responses and opinions to a range of audiences)
Self-discipline		
show self-discipline in their learning, recognising the need to complete tasks within a given time (for example organising their time using calendars and clocks)	show self-discipline in organising their learning (for example identifying and using strategies to manage time and resources effectively)	manage and check their behaviours and performance in learning activities, applying learning from school to their personal lives (for example using spreadsheets and other organisers to plan and arrange activities at school and study outside school)
Goal setting and tracking		
set goals to assist their learning and personal organisation, demonstrating care for personal property and shared materials	set and keep track of personal and academic goals	set, keep track of and are accountable for goals related to self-management, self-regulation and stress management
Working independently and showing initiative		
begin to work independently, showing initiative and recognising when to ask for help and support	recognise the value of working independently, taking initiative to do so where appropriate	are accountable for their own learning, working independently, and setting and monitoring personal goals
Confidence, resilience and adaptability		
build confidence and resilience, being willing to undertake and persist with short tasks, and acknowledging successes	demonstrate confidence in themselves, showing persistence and adaptability in completing challenging tasks	demonstrate motivation, confidence and commitment when faced with new or difficult situations, and acknowledging progress and accomplishments

Social awareness

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
Empathy		
interpret and anticipate the emotional states of others based on their words, facial expressions and body language (for example comparing their own and others' responses to stories, images and historical artefacts, and sharing this with peers)	use listening and observational skills to identify and empathise with the feelings and perspectives of others in a range of situations (for example using historical data to imagine the experiences of people, dislocated by war, on their arrival and settlement in Australia)	identify increasingly complex verbal, physical and situational cues to interpret and empathise with the emotional states, needs and perspectives of others (for example understanding that language can be used to include or exclude people)
Appreciating diverse perspectives		
describe commonalities and differences between themselves and people in their communities, recognising that people hold many viewpoints (for example comparing changes in daily lives over time and in different places, describing what they would like their grandchildren to know about their lives)	recognise that social cues and means of communication may differ within and between various communities, explaining a point of view that is different from their own (for example identifying the ways that language is used in a range of social settings, identifying points of view in the past and present)	understand that social and cultural groups are represented in a range of ways by their own members and by others, evaluating two differing points of view (for example recognising how language can be used to position listeners in particular ways, analysing different accounts of the same event)
Contributing to civil society, advocacy for and service to others		
identify and carry out ways of contributing to their homes, classrooms and communities, and recognise how others help them (for example identifying where and how people use science in their daily lives, describing contributions made by significant individuals to their communities in the past)	explain and act on personal roles and responsibilities in their homes, schools and communities (for example considering how personal and community choices influence the use of sustainable sources of energy)	plan, implement and evaluate ways of contributing to their communities (for example assessing personal and social roles and responsibilities and ways of contributing to a more just society)
Understanding relationships		
value relationships and friendships, recognising how words and actions can help or hurt others, and recognise the effects of modifying their behaviour (for example discussing the effects of characters' words and actions on others in texts)	identify the differences between positive and negative relationships and ways of managing these (for example using visual and linguistic cues to describe and interpret relationships between characters in texts)	explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships (for example identifying the various communities to which they belong and how language reinforces membership of these communities)

Social management

By the end of Year 2 students	By the end of Year 6 students:	By the end of Year 10 students:
Communication		
use verbal and nonverbal communication skills, such as listening when others speak, waiting their turn and knowing when to respond (for example using spoken language and body language to share observations and ideas)	build verbal and nonverbal communication skills, such as attentive and reflective listening, participation in class discussions, presentation of group reports (for example contributing to discussions and building on the ideas of others)	formulate and apply guidelines for effective communication (verbal, nonverbal, digital) to complete tasks of varying complexity (for example using agreed protocols to interrupt in group discussions, asserting their own viewpoint appropriately, showing willingness to entertain divergent views)
Working collaboratively		
work with partners and in small groups, using strategies such as taking turns, staying on task, sharing resources (for example participating in guided investigations as part of a group)	work in teams, encouraging others and recognising their contributions, negotiating roles and managing time and tasks (for example working collaboratively to suggest improvements in methods used for group investigations and projects)	develop strategies for working in diverse teams, drawing on the skills and contribution of team members to complete complex tasks (for example developing a plan for achieving group goals and criteria for evaluating success, considering the ideas of others in reaching an independent or shared decision)
Decision making		
practise group decision making with peers in situations such as class meetings and when working in pairs and small groups (for example negotiating and engaging in group rules such as taking turns, decision making)	identify and explain how factors such as feelings, social and cultural norms, and conflicting points of view influence individual and group decision making (for example discussing the influence of scientific knowledge on personal and community decisions)	develop and apply criteria to evaluate the consequences of individual and group decisions (for example using scientific, ethical, economic and social arguments to make decisions regarding personal and community issues)
Conflict resolution and negotiation		
clarify and practise solving simple interpersonal problems, recognising that there are many ways to solve conflicts (for example showing courtesy to others when voicing disagreement or an alternative point of view)	identify causes and effects of conflict, and use effective strategies to manage, resolve and negotiate these conflict situations (for example identifying issues that cause conflict and exploring how conflict has been resolved in a range of contexts)	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts (for example using mediation skills to support people holding different views on a given topic and to respect one another's views)
Building and maintaining relationships		
build relationships with peers as they participate in and contribute to classroom and group activities (for example acknowledging the contribution of others in group tasks)	understand the difference between safe and risky behaviours in relationships (for example identifying risks in potentially dangerous situations and strategies for avoiding unsafe behaviours)	consolidate and evaluate skills used for communication and effective relationships with peers, teachers and families (for example differentiating between passive, assertive and aggressive responses)
Leadership		
show a sense of responsibility and sensitivity to others and become skilled in treating others fairly	initiate or help to organise classroom and group activities, identifying and addressing a common need	propose, implement and monitor strategies to address needs prioritised in classrooms, schools and communities

Ethical behaviour

Introduction

In the Australian Curriculum, students develop capability in learning to behave ethically as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical behaviour involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

The *Melbourne Declaration on Education Goals for Young Australians* (MCEETYA 2008) recognises that ethical behaviour assists students to become ‘confident and creative individuals and active and informed citizens’. It does this through fostering the development of ‘personal values and attributes such as honesty, resilience, empathy and respect for others’, and the capacity to act with ethical integrity (MCEETYA, pp. 8–9).

As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities, animal rights, environmental issues and global justice.

Building capability in learning to behave ethically throughout all stages of schooling will assist students to engage with the more complex issues that they are likely to encounter in the future and to navigate a world of competing values, rights, interests and norms.

Scope of Ethical behaviour

Students learn to behave ethically as they explore ethical issues and interactions with others, discuss ideas, and learn to be accountable as members of a democratic community.

In this context, students need regular opportunities to identify and make sense of the ethical dimensions in their learning. As ethics is largely concerned with what we ought to do and how we ought to live, students need to understand how people can inquire collaboratively and come to ethical decisions. They need the skills to explore areas of contention, select and justify an ethical position, and engage with and understand the experiences and positions of others. These skills promote students’ confidence as decision-makers and foster their ability to act with regard for others. Skills are enhanced when students have opportunities to put them into practice in their learning – for example, understanding the importance of applying appropriate ethical practices in areas such as Australian Indigenous studies (AIATSIS 2011).

Students also need to be introduced to agreed values and ethical principles – such as human rights, values and principles – to assist them in justifying their ethical position and in engaging with the position of others.

The processes of reflecting on and interrogating core ethical issues and concepts underlie all areas of the curriculum. These concepts include justice, right and wrong, freedom, truth, identity, empathy, goodness and abuse.

Processes of inquiring into ethical issues include giving reasons, being consistent, finding meanings and causes, and providing proof and evidence. Interrogating such concepts through authentic cases such as global warming, sustainable living and socioeconomic disparity can involve group and independent inquiry, critical and creative thinking, and cooperative teamwork, and can contribute to personal and social learning.

As students engage with these elements in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgments through the investigation of a range of questions drawn from varied contexts in the curriculum.

For a description of the organising elements for Ethical behaviour, go to Organising elements.

Ethical behaviour across the curriculum

Ethical issues arise across all areas of the curriculum, with each learning area containing a range of content that demands consideration from an ethical perspective. This includes analysing and evaluating the ethics of the actions and motivations of individuals and groups, understanding the ethical dimensions of research and information, debating ethical dilemmas and applying ethics in a range of situations.

The Ethical behaviour capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where the Ethical behaviour capability has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where Ethical behaviour capability has been identified. Teachers may find further opportunities to incorporate explicit teaching of Ethical behaviour capability depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Ethical behaviour in English](http://www.australiancurriculum.edu.au/English/General-capabilities)
(<http://www.australiancurriculum.edu.au/English/General-capabilities>)
- [Ethical behaviour in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
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- [Ethical behaviour in Science](http://www.australiancurriculum.edu.au/Science/General-capabilities)
(<http://www.australiancurriculum.edu.au/Science/General-capabilities>)
- [Ethical behaviour in History](http://www.australiancurriculum.edu.au/History/General-capabilities)
(<http://www.australiancurriculum.edu.au/History/General-capabilities>)

Background

This background summarises the evidence base from which the Ethical behaviour capability's introduction, organising elements and continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on ethical behaviour across the curriculum.

Ethical behaviour can be informed by reason, character, values and ethical principles. Each of these is addressed in the Ethical behaviour learning continuum.

People call on principles, concepts, experiences, senses, emotions and reasoning to guide them when making judgments. Therefore, it is important that students are exposed to situations that develop both their awareness of meanings and their practical reasoning abilities associated with their thoughts and actions.

Ethical theories can be divided broadly into those that focus on action and those that focus on agency or character; both are concerned with the 'good life' and how concepts such as fairness and justice can inform our thinking about the world. These considerations can lead to students' developing a broad understanding of values and ethical principles as they mature.

Although they have their supporters and critics, interrogation of frameworks such as Kohlberg's stages of moral development (1964, in Crain 1985), Ruggiero's encouragement to apply ethical issues (1997), and the Values for Australian Schooling (in National Framework for Values Education in Australian Schools 2005), guides thinking about the dimensions of learning about ethical behaviour and how it might be developed or encouraged throughout schooling.

The Australian educational philosophers Burgh, Field and Freakley (2006) describe ethics as pertaining to the character of persons and the wider society. Lipman, Sharp and Oscanyan (1980) state that ethical inquiry should be 'an open-ended, sustained consideration of the values, standards and practices by which we live ... taking place in an atmosphere of mutual trust, confidence and impartiality' (p.189).

One area of study in ethics is human nature itself and how that may equip us to answer the question: 'How ought I to live?' The classical philosophers Plato, Aristotle and Aquinas, along with Kant during the Enlightenment, and more recently modern philosophers such as Peter Singer (1997), identified the importance of reason as a human attribute – although their justification varied. Developing a capacity to be reasonable is one of the three elements of the Ethical behaviour learning continuum. Other dimensions in the exploration of human nature are perceptions of activities, virtues and character: 'What kind of person should I be?' For some philosophers, this replaces the question of 'How ought I to live?'

Although the basis of justification of what is right or good for the individual and for others is contentious, it is misleading to confuse disagreements in ethics with there being no right or wrong answer. There may be different positions, each with their strengths and weaknesses, and often there is the need to make a judgment in the face of competing claims. At the same time there is need for an open-minded, ongoing endeavour to create an ethical life.

The Ethical behaviour capability has also been richly informed by understandings gained through the *National Framework for Values Education in Australian Schools* (2005), and the resultant Values education initiatives in all areas of Australian schooling. In addition, the *Melbourne Declaration on Goals for Young Australians* (MCEETYA, p. 5) states that 'a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others'. While Values education is certainly found within the Ethical behaviour capability, it is also located within other general capabilities, such as Personal and social capability.

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Organising elements

The Ethical behaviour learning continuum is organised into three interrelated organising elements:

- Understanding ethical concepts and issues
- Reflecting on personal ethics in experiences and decision making
- Exploring values, rights and ethical principles.

The diagram below sets out these elements:



Organising elements for Ethical behaviour

Understanding ethical concepts and issues

This element involves students in identifying, clarifying and exploring ethical concepts such as fairness, honesty and respect for others, and the different emphases placed on these values historically and culturally. As ethics is largely concerned with what we ought to do and how we ought to live, students need to explore areas of contention in order to understand how they can inquire collaboratively in order to come to ethical decisions. This is especially important for democratic societies that have a plurality of values and different beliefs about living an ethical life. Ethical judgment requires the ability to understand ethical concepts and issues.

Reflecting on personal ethics in experiences and decision making

This element involves students in reflection on character traits such as honesty, integrity, compassion and empathy, and shared values. Students explore questions that involve engaging with the meaning of specific traits and characteristics, and investigating the role of feelings, conscience and self-interest to promote understanding of ethical concerns and dilemmas.

Interacting with others, considering the place of experiences and authority in decision making and engaging critically with ethical dilemmas are ways that students can investigate ideas and account for their views and actions. This enriches their ethical maturity and their understandings of the benefits of a democratic society and participation in civic life. They become aware of the strengths and weaknesses of their own emotional responses, arguments and viewpoints.

Exploring values, rights and ethical principles

This element involves students in the exploration of values, beliefs and principles often used as the basis for making ethical judgments and acting responsibly and with integrity. Students identify values and rights promoted by groups such as peers, communities, corporations, cultural groups and governments through an exploration of ethical issues, the notion of the common good, the place of national values and human rights and universally accepted principles and values.

They examine the ways that values and principles such as freedom, honesty and equality are commonly used in ethical discourse but may be inconsistently applied. Exploring values and principles through authentic situations enables students to make connections with their own surroundings and to understand their impact, especially when values conflict.

Ethical behaviour continuum across stages of schooling

Understanding ethical concepts and issues

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
use examples to explain concepts such as right and wrong, good and bad, true and false (for example the difference between making a mistake and telling a lie)	explain the ethical concepts associated with achieving a particular outcome (for example considering the importance of 'intention and effect' in different ethical frameworks such as equality of results)	use contexts from learning areas to critique generalised statements about ethical concepts such as justice and concerns such as freedom of speech (for example denial of freedom of speech and defamation of others in the context of denying historical events)
identify and express their view on ethical issues within a range of familiar contexts (for example in scenarios involving fairness, honesty, and care for other people, animals and the environment)	explain what constitutes an ethically better or worse outcome to an issue and how particular outcomes might be accomplished (for example exploring the consequences for individuals of others' actions, in a range of scenarios)	identify ethical obligations and justify the need for these to be enacted (for example the implications of being a bystander in the context of bullying and cyberbullying)
recognise ethical and unethical behaviours in everyday settings (for example sharing, and bullying in friendship groups)	make relative judgments about ethical and unethical behaviours in a range of settings and contexts (for example analysing the ways that images and words are used for deliberate effect in advertisements)	distinguish between ethical and unethical dimensions of situations in complex settings found in literary, scientific and historical contexts (for example considering ethical or unethical behaviours of companies, governments and local farmers when patenting produce)

Reflecting on personal ethics in experiences and decision making

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
identify the role of conscience and self-interest when interacting with others (for example recognising when acting with self-interest clashes with the interests of others)	apply and test their understanding of ethical concepts such as honesty, fairness and respect in different social contexts (for example the role of human rights and values when considering equal treatment of others)	engage in reasoned debate to probe ethical concepts in issues of personal, social and global importance (for example ethical considerations associated with the treatment of refugees in the context of global socioeconomic disparity)
describe how personal feelings and values influence how people behave (for example keeping promises, being honest)	test their feelings about and perceptions of ethical and non-ethical behaviours in familiar and hypothetical scenarios (for example What if the rules of a game exclude a student with a disability or a language barrier?)	analyse the objectivity or subjectivity of ethical principles, particularly where there is more than one issue under consideration (for example exploring the complexities associated with issues such as land or water management)
recognise that there are many factors influencing individuals' decisions (for example wants, needs, feelings and experiences)	demonstrate awareness of a range of thinking strategies in ethical decision making (for example considering alternative perceptions and points of view, distinguishing relative merits of several options)	evaluate diverse perceptions, reasoning and ethical basis for decisions in complex settings (for example considering the circumstances in which it might be justifiable to restrict or limit the right to liberty or allow freedom from arbitrary arrest)

Exploring values, rights and ethical principles

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
identify some values and ethical principles agreed in family and school contexts (for example everyone's right to participate and express their opinion)	describe values and ethical principles agreed in local communities (for example instances where equality, respect, fairness, dignity and non-discrimination occur)	explain the role of values and ethical principles in national and international forums and debates (for example debates around medical research in the context of socioeconomic disparity between developed and developing countries)
appreciate the role of rules in classroom, school and family contexts (for example rules against bullying in school that help establish principles of respect and equality)	explain the roles that rules play in different communities (for example identifying examples of rules in their own and other communities, suggesting reasons for their creation)	critically analyse the role of law in democratic and pluralist societies (for example positive role of law in enforcing ethical behaviour such as respectful relationships in the public and private domain)
identify and demonstrate respect for the rights of their classmates (for example identifying times they felt hurt by another's behaviour and reflecting on the values of mutual respect, equality and inclusion)	ensure consistency between their words and actions associated with rights when interacting in face-to-face and virtual situations (for example role and responsibility of bystanders in bullying and cyberbullying)	apply their understanding of rights and associated duties and obligations to a range of personal and social situations – including the use of digital technologies (for example problematising freedom of speech in the context of internet censorship, such as websites inciting racial hatred)
recognise that there may be many points of view about ethical issues (for example recognising that individuals may have different views on caring for animals)	identify and explain different possibilities and points of view when thinking about ethical issues (for example diversity and socioeconomic disparity between groups of people in Australia)	use reasoning skills to consider the relative merits of different perspectives on ethical issues (for example the importance of 'intention and effect' in the context of equality of opportunity and of results)
explore the relevance of a range of values and principles in solving ethical problems and dilemmas (for example the need for honesty, fairness, respect and equality when working with others)	recognise that using values and principles to resolve ethical problems and dilemmas is rarely simple (for example modifying games to be inclusive, applying ethical principles to reach fair and respectful solutions)	analyse the interplay between ethical and other considerations in making decisions/policies (for example the ethical complexity of mandatory detention of refugees and 'intervention' programs)

Intercultural understanding

Introduction

In the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises the fundamental role that education plays in building a society that is 'cohesive and culturally diverse, and that values Australia's Indigenous cultures' (MCEETYA, p. 4). Intercultural understanding addresses this role, developing students who are active and informed citizens with an appreciation of Australia's social, cultural, linguistic and religious diversity, and the ability to relate to and communicate across cultures at local, regional and global levels.

Scope of Intercultural understanding

Intercultural understanding combines personal, interpersonal and social knowledge and skills. It involves students in learning to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts across the curriculum.

Intercultural understanding encourages students to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically. It offers opportunities for them to consider their own beliefs and attitudes in a new light, and so gain insight into themselves and others.

Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours. Though all are significant in learning to live together, three dispositions – empathy, respect and responsibility – have been identified as critical to the development of intercultural understanding in the Australian Curriculum.

For a description of the organising elements for Intercultural understanding, go to Organising elements.

Intercultural understanding across the curriculum

Although the Intercultural understanding capability focuses primarily on the development of skills, behaviours and dispositions, it also draws on students' growing knowledge, understanding and critical awareness of their own and others' cultural perspectives and practices derived from learning area content.

Intercultural understanding is more apparent in some learning areas than others, being most evident in those aspects of learning concerned with people, their societies, relationships and interactions, and in conjunction with the cross-curriculum priorities for Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Intercultural understanding is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where intercultural understanding has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where intercultural understanding has been identified. Teachers may find further opportunities to incorporate explicit teaching of intercultural understanding depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

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(<http://www.australiancurriculum.edu.au/Mathematics/General-capabilities>)
- [Intercultural understanding in Science](http://www.australiancurriculum.edu.au/Science/General-capabilities)
(<http://www.australiancurriculum.edu.au/Science/General-capabilities>)
- [Intercultural understanding in History](http://www.australiancurriculum.edu.au/History/General-capabilities)
(<http://www.australiancurriculum.edu.au/History/General-capabilities>)

Background

This background summarises the evidence base from which the Intercultural understanding capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on intercultural understanding across the curriculum.

Intercultural understanding is a relatively recent addition to Australian school curriculums. It has its origins in several fields including cultural studies (Hall 1997), language education (Kramsch 1998; Liddicoat, Lo Bianco and Crozet 1999), multicultural education (Banks and Banks 2004; Noble and Poynting 2000) and more broadly in sociology, linguistics and anthropology. Given its diverse origins, it is not surprising that the nature and place of intercultural learning are by no means settled and the definition of the term 'culture' is itself not agreed upon.

The Intercultural understanding capability adopts the *Shape of the Australian Curriculum: Languages* (ACARA 2011) definition of culture as involving:

... a complex system of concepts, values, norms, beliefs and practices that are shared, created and contested by people who make up a cultural group and are passed on from

generation to generation. Cultural systems include variable ways of seeing, interpreting and understanding the world. They are constructed and transmitted by members of the group through the processes of socialisation and representation. (p.16)

Drawing on this definition, Intercultural understanding focuses on sharing, creating and contesting different cultural perceptions and practices, and supports the development of a critical awareness of the processes of socialisation and representation that shape and maintain cultural differences.

Furthermore, in acknowledging the founding status of Aboriginal and Torres Strait Islander Peoples in Australia, it is alert to the place of negotiation and boundaries in engagements at the cultural interface (Nakata 2007) and mindful of practices that both celebrate and protect Aboriginal and Torres Strait Islander cultural heritage (Janke 2008). In recognising the importance for Australia of maintaining positive relations and communications in its region, it promotes recognition, communication and engagement with the different countries and cultures within Asia. It also supports the development of a strong vision for a sustained and peaceful global future.

Intercultural understanding assumes an integral connection between language and culture, acknowledging language as the primary means through which people establish and exchange shared meaning and ways of seeing the world (Scarino, Dellitt and Vale 2007). It works on the assumption that, in learning to live together in a world of social, cultural, linguistic and religious diversity, students need to look beyond their immediate worlds and concerns (Arigatou Foundation 2008) and engage with the experience and ideas of others (Appiah 2006) in order to understand the politics of culture on the world stage (Sleeter and Grant 2003).

Intercultural understanding identifies knowledge, skills, behaviours and dispositions that assist students in developing and acting with intercultural understanding at school and in their lives beyond school. At a personal level, intercultural understanding encourages students to engage with their own and others' cultures, building both their sense of belonging and their capacity to move between their own worlds and the worlds of others (Kalantzis and Cope 2005), recognising the attitudes and structures that shape their personal identities and narratives.

At an interpersonal level, it considers commonalities and differences between people, focusing on processes of interaction, dialogue and negotiation. It seeks to develop students' abilities to empathise with others, to analyse their experiences critically and to reflect on their learning as a means of better understanding themselves and people they perceive to be different from themselves (Liddicoat, Papademetre, Scarino and Kohler 2003; Wiggins and McTighe 2005). It provides opportunities for students to question the attitudes and assumptions of cultural groups in light of the consequences and outcomes for others.

At a social level, Intercultural understanding builds students' sense of the complex nature of their own histories, traditions and values, and of the history, traditions and values that underpin Australian society (MCEETYA 2008).

Students learn to interpret and mediate cultural inequalities within their own and other societies. They learn to take responsibility for their interactions with others, to act on what they have learnt and to become intercultural citizens in the world (Byram 2008).

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Organising elements

The Intercultural understanding learning continuum incorporates six interrelated organising elements.

Students develop intercultural understanding through:

- Recognising
- Interacting
- Reflecting
- Empathy
- Respect
- Responsibility.

The diagram below sets out these elements:



Organising elements for Intercultural understanding

Recognising

This element involves students in identifying, observing, analysing and describing increasingly sophisticated characteristics of their own cultural identities and those of others. These range from easily observed characteristics such as group memberships, traditions, customs and ways of doing things, to less readily observed characteristics such as values, attitudes, obligations, roles, religious beliefs and ways of thinking.

Students move beyond their known worlds to explore new ideas and experiences related to specific cultural groups through opportunities provided in the learning areas. They compare their own knowledge and experiences with those of others, learning to recognise commonalities, acknowledging differences between their lives and recognising the need to engage in critical reflection about such differences, seeking to understand them. In developing and acting with intercultural understanding students:

- identify and explain their own cultural beliefs, practices, values and traditions
- recognise that culture is dynamic and complex and that there is variability within all cultural, linguistic and religious groups

- compare the experiences of others with their own, looking for commonalities and differences between their lives and seeking to understand these
- recognise that people have many ways of knowing and being in the world

Interacting

This element gives an experiential dimension to intercultural learning in contexts that may be face-to-face, virtual or vicarious. It involves students in developing the skills to relate to and move between cultures through engagement with different cultural groups. Interacting includes developing critical insight into different viewpoints (perspective taking) and making sense of a culture for someone with limited experience of that culture (interpreting or mediating).

Through perspective taking, students think about familiar concepts in new ways, encouraging flexibility, adaptability and a willingness to try new cultural experiences. In developing and acting with intercultural understanding students:

- view aspects of their own language and culture from another cultural perspective
- view aspects of another language and culture from the perspectives of members of that cultural group
- recognise multiple views within a range of cultural contexts
- act positively in unfamiliar contexts.

Mediating and interpreting involves students learning to 'stand between' cultures – to explain their own cultural perspectives and practices and to understand the perspectives and practices of others. It enables students to engage critically with issues that may be controversial or require solutions. The ability to move between cultures empowers students to contribute to civic life. In developing and acting with intercultural understanding students:

- identify areas of misunderstanding and the cultural knowledge required to facilitate shared understanding
- mediate meaning with and between people who may not share the same world view, considering the importance of language in shaping how we see the world.

Reflecting

The capacity to process or reflect on the meaning of experience is an essential element in intercultural learning. Students use reflection to better understand the actions of individuals and groups in specific situations and how these are shaped by culture. They are encouraged to reflect on their own responses to intercultural encounters and to identify cultural influences that may have contributed to these. In developing and acting with intercultural understanding students:

- think critically to see their point of view as one of many
- consider how intercultural encounters have affected their thoughts, feelings and actions
- recognise how their actions, mediated by their own culture, have affected others
- recognise the influence of increased intercultural interaction on their personal identity and the nature of their communities.

Empathy

Empathy assists students to develop a sense of solidarity with others through imagining the perspectives and experiences of others as if they were their own. Empathy involves feeling for others, caring and imagining. Students are asked to consider what it might be like to 'walk in another's shoes'. In developing and acting with intercultural understanding students:

- imagine what their own feelings and responses might be in the situations of others
- seek to understand how others might feel
- consider the impact of their own behaviours on others.

Respect

Strong intercultural relationships are built on mutual respect between people, communities and countries. Respect is based on the recognition that every person is important and must be treated with dignity. It includes recognising and appreciating differences between people and respecting another person's point of view and their human rights. In developing and acting with intercultural understanding students:

- demonstrate respect for themselves and others whatever their cultural, linguistic or religious backgrounds
- understand and acknowledge the value of distinctive cultures within nations, including those of Aboriginal and Torres Strait Islander cultures in Australia
- understand that ways of demonstrating respect and its significance vary between cultural groups.

Responsibility

To cultivate respect, students need to reflect on and to take responsibility for their own behaviours and their interactions with others within and across cultures. They understand that behaviour can have unintended effects on individuals and communities, and they identify situations requiring intercultural understanding. In developing responsibility, students learn to respect the human rights of others and the values of democracy, equity and justice (MCEETYA 2008). In developing and acting with intercultural understanding, students:

- demonstrate a commitment to reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians
- take responsibility for their understanding of and behaviour towards different cultural groups in Australia, the Asia-Pacific region and the world
- understand their reciprocal roles and shared responsibilities as local and global citizens.

Intercultural understanding across stages of schooling

Recognising

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
describe aspects of their personal identity and identify various groups to which they belong (for example describing place/role in family and their membership of different social and cultural groups)	explore and express aspects of their identities as they interact with others (for example explaining differences in their behaviour, such as language use and values, at home, at school and within different groups)	recognise how their membership in cultural groups shapes their identities (for example exploring the concept of multiple identities and what it means personally)
recognise that cultures influence how people live, work, dress, eat, speak and celebrate within their families and local communities, (for example identifying values and beliefs important to them and their families)	describe and compare cultural assumptions, beliefs and practices, with particular reference to traditions and customs (for example comparing traditions and customs surrounding a particular cultural practice)	understand the complex and dynamic nature of cultural experiences (for example comparing the biographies of people from different cultures who have relocated, considering their motivations, experiences, reflections)
understand that the way they live may not be the same as the ways other people live (for example showing interest in stories from other cultures, making comparisons and accepting differences)	recognise and respond to cultural diversity, its contributions and effects in national and regional contexts (for example describing the contribution of particular groups to the history and development of Australia and its region)	recognise and respond to the challenges of cultural diversity and the politics of culture (for example analysing media reports on particular groups within Australia and internationally with reference to stereotypes, prejudice, racism, privilege, voice)

Interacting

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
respond positively to stories and encounters that represent a range of cultural experiences and contexts (for example engaging with people, texts and artefacts from different cultures)	identify differences within and across cultures in relation to specific situations and events (for example explaining different perspectives on familiar and specific events)	analyse the visible and less visible features of their own and others' cultures (for example analysing their own cultural assumptions and those of others in relation to particular issues or events)
describe aspects of their own lives to others and make comparisons between their lives and those of other children (for example describing ways they relate to their immediate and extended families, listening to others and make comparisons)	value intercultural exchanges and work towards mutual understanding (for example adapting their communication to check for understanding)	understand the complex relations between language, culture, thought and context (for example engaging with the texts and experiences of others to gain insight into the way cultures shape peoples' perspectives)
engage in communication with others they perceive to be different from them (for example adapting their communication to ensure everyone is included in group activities)	look for similarities with people they think of as being unlike themselves and differences with people they consider to be similar (for example engaging with views they know to be different from their own to challenge their own thinking)	interpret cultural differences for others by identifying values and beliefs they take for granted and consider how these might look to someone with different values, beliefs and behaviours (for example suggesting cultural assumptions and perspectives that might underpin unfamiliar behaviours)
		identify areas of potential misunderstanding on the basis of language or culture and seek clarification or further explanation (for example analysing and reflecting on aspects of language and culture that need further explanation)

Reflecting

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
reflect on similarities and differences with children in their classes, in their local communities or whom they have met in other situations (for example describing and comparing their own experiences with those of other children)	reflect on how intercultural encounters have affected their thoughts, feelings and actions (for example describing their responses to the diversity of values and experiences represented in texts, films, the arts and other media)	reflect critically on their responses and attitudes to intercultural experiences (for example describing how exposure to a diversity of views, ideas or experiences has the potential to change the way they think about a particular issue or event)
demonstrate an initial understanding of the concept of cultural diversity and its presence and influence in Australian society (for example describing the effect of sharing different stories and experiences on their learning)	accept that their point of view is one of many and begin to see themselves as others may see them (for example describing an experience or event from another's viewpoint)	demonstrate open-mindedness to the positions of others (for example representing both sides of an argument, giving value to a variety of perspectives)
	identify and reflect on the impact of stereotypes and prejudices (for example identifying positive and negative effects of attributing features to particular social or cultural groups)	reflect on cultural diversity and its effects and influences in Australia and internationally (for example articulating an informed position on issues such as immigration, refugees, dispossession, globalisation, and analysing their impact on Australia)

Empathy

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
demonstrate care and consideration for others, recognising situations where others are in need or feeling excluded (for example acting to include children who are new or visiting the class)	demonstrate sensitivity to the feelings and needs of others (for example through a variety of role plays imagining how people can feel when included or excluded)	demonstrate empathy for others, understanding the role stereotyping, prejudice and racism may have played and may continue to play in their experiences (for example through imagined or authentic scenarios demonstrating an understanding of what it is like to be systematically excluded as a member of a cultural minority)
imagine and ask: 'How would I feel if this were me?' (for example in scenarios concerning difference imagining how it would feel to be excluded)	justify their decisions, choices and behaviours in relating to others (for example giving reasons for their own ideas and actions and relating these to the ideas and actions of others)	look for cultural explanations in analysing their societies or groups' decisions and actions and those of other societies and groups (for example describing the role of intercultural suspicion and misunderstanding in world conflicts)
	imagine and ask: 'How do I imagine others might feel?' (for example in scenarios concerning difference imagining how others might feel, putting themselves in the other person's shoes)	look beyond their immediate situations by considering questions such as: 'How might my actions affect another person?', 'Are there other people who might also be affected by what I say or do?' (for example recognising that their own actions and perspectives are subject to interpretation by others who might want them to think and act differently)

Respect

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
demonstrate respect for themselves and everyone they encounter at home, at school and in the local community (for example practising different ways of greeting others, considering language, culture and social context)	respect the right of others to be different and be accepting of others (for example listening, sharing and responding thoughtfully to the views and ideas of others)	respect the right of all to be heard (for example understanding the need to defend the right of all to be heard as a basic human right)
identify the Aboriginal Country or Torres Strait Islander place in which their school is located (for example learning and using the names for local peoples and places)	acknowledge the continuous and enduring contribution of Aboriginal and Torres Strait Islander peoples in Australia (for example showing respect for Aboriginal and Torres Strait Islanders peoples' knowledge and values relating to connection to family and the land)	challenge stereotypical representations of various social and cultural groups (for example comparing and analysing texts prepared by Aboriginal and Torres Strait Islander people about their lives with those developed historically by others)
express an awareness and appreciation of cultural diversity in familiar contexts (for example learning familiar expressions in another language)	acknowledge the importance of mutual respect for promoting harmony and peace in an interconnected world (for example cooperating and negotiating in culturally diverse networks of learning)	demonstrate respect for cultural and linguistic diversity in a range of local, regional and global settings (for example demonstrating skills of intercultural communication, including negotiation and conflict resolution in networks)
		understand and act in ways that observe local Aboriginal and Torres Strait Islander protocols (for example working with local groups to inform school-based learning)
		understand the importance of maintaining cultural traditions to the development of personal, group and national identities (for example recognising and valuing the significant relationship between language, culture and identity)

Responsibility

By the end of Year 2 students:	By the end of Year 6 students:	By the end of Year 10 students:
join in events that recognise and celebrate cultural diversity (for example joining with Chinese students and families in celebrating Chinese New Year)	contribute to the development of positive relationships between people from different cultural groups to achieve common goals (for example exploring possibilities for cooperation between diverse groups in working on a shared project)	take responsibility for listening and seeking to understand others' perspectives (for example developing strategies to achieve mutual understanding)
act to include children from diverse cultural groups in their games and activities (for example showing willingness to explain and demonstrate the rules of games to others)	identify ways people can work together and resist prejudice (for example developing and applying strategies for overcoming differences and for countering prejudice)	recognise the challenges of living harmoniously in a culturally diverse society and of negotiating, interpreting and mediating difference (for example representing the ideas and perspectives of others in a range of contexts)
cooperate in diverse groups to share information, narratives and interests (for example contributing to group tasks, valuing the contributions of others)	share responsibility for negotiating difference and resolving issues or tensions created by different cultural assumptions and practices (for example examining cultural perspectives and assumptions underlying issues of local or national concern)	act to secure positive outcomes for members of cultural groups faced with prejudice and misunderstanding (for example challenging and countering instances of prejudice and negotiating positive outcomes)