

The Australian Curriculum

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The Australian Curriculum Humanities and Social Sciences - Civics and Citizenship

Overview

Rationale

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

The Australian Curriculum: Civics and Citizenship provides opportunities to develop students' knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia's political and legal systems. Emphasis is placed on Australia's federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

The curriculum recognises that Australia is a secular nation with a multicultural and multi-faith society, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position, obligations and the role of the citizen today within an interconnected world.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

Aims

The Australian Curriculum: Civics and Citizenship aims to ensure students develop:

- a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- skills – including questioning and research; analysis, synthesis and interpretation; problem solving and decision making; communication and reflection – to investigate contemporary civics and citizenship, and foster responsible participation in Australia's democracy
- the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

Content structure

The Years 3–10 Australian Curriculum: Civics and Citizenship is organised into two interrelated strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills.

Civics and Citizenship Knowledge and Understanding

The Civics and Citizenship Knowledge and Understanding strand comprises three key focus areas or sub-strands at each year level: **Government and democracy**; **Laws and citizens**; and **Citizenship, diversity and identity**.

Government and democracy involves a study of Australian democracy and the key institutions, processes and roles people play in Australia's system of government. **Laws and citizens** examines Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens. **Citizenship, diversity and identity** explores the shared values of Australian citizenship, Judeo-Christian traditions, the diversity of Australia as a multicultural and multi-faith society, and what shapes identity.

Civics and Citizenship Skills

The Civics and Citizenship Skills strand focuses on the skills of questioning and research; analysis, synthesis and interpretation; problem solving and decision making; and communication and reflection.

Questioning and research involves students asking questions about the society in which they live. Students identify, locate and research a range of sources of information to investigate Australia's political and legal systems. **Analysis, synthesis and interpretation** engages students in applying critical thinking skills and developing and accounting for different points of view. **Problem solving and decision making** involves students working collaboratively, negotiating and developing strategies to resolve issues, and planning for action. In **Communication and reflection** students present ideas, viewpoints and arguments based on evidence about civics and citizenship topics and issues using subject-specific language, and reflect on their cultural identity, motivations, values and behaviours.

Civics and Citizenship Skills are described in bands of schooling at two-year intervals.

Relationship between the strands

The two strands are to be integrated in the development of a teaching and learning program. The Knowledge and Understanding strand provides the content focus through which particular skills are to be developed. The sequencing and description of the Civics and Citizenship Skills in two-year bands (3–4, 5–6, 7–8, 9–10) may assist in multi-age programming by providing a common skills focus for the teaching and learning of the knowledge and understanding content.

Year level descriptions

Year level descriptions provide an overview of the content that is being studied at each 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.

Key questions

Each year level includes key questions which provide a guiding framework for developing students' Civics and Citizenship knowledge, understanding and skills of inquiry.

Content descriptions

The Australian Curriculum: Civics and Citizenship includes content descriptions at each year level. These describe 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 each year level 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.

Achievement standards

In the Australian Curriculum achievement standards describe what students are typically able to understand and do.

Achievement standards will describe the learning (understanding and skills) expected of students at each year level from F–10.

Across F–10 the set of achievement standards describe a broad sequence of expected learning. The sequence of achievement standards provides teachers with a framework of growth and development in a curriculum area. This will assist teachers to plan and monitor learning, and to make judgments about student achievement.

Achievement standards can support formative and summative assessment practices and aid consistency of assessment and reporting across states and territories. For each subject the achievement standards will be accompanied by portfolios of annotated work samples that illustrate the expected learning.

Civics and Citizenship across Foundation to Year 10

Complementing the year-by-year description of the curriculum, this section provides advice on the nature of learners and the relevant curriculum across the following groupings:

- 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.

Foundation – Year 2

While there is no formal Civics and Citizenship curriculum for these years of schooling, students will have opportunities to develop relevant knowledge, understanding and skills in Foundation to Year 2 through other learning areas and subjects, as well as the general capabilities. Students will have opportunities to learn about civics and citizenship themes and concepts such as ‘rules’ as part of the school ethos/classroom setting, ‘relationships’, ‘responsibilities’, and interpersonal, communication and language skills. Students will build on these understandings and skills as they commence study of the Australian Curriculum: Civics and Citizenship in Year 3.

Year 3–6 curriculum focus

During these years of schooling, students typically begin to understand and recognise different points of view and draw on a range of experiences to inform their thinking and decision making. Students develop a better awareness of justice and fair play and they increasingly engage in discussions about community and national issues, with a focus on contemporary issues, in order to consider why and for whom decisions are made. They have a broader awareness of the world beyond Australia’s national borders.

Through the Civics and Citizenship curriculum in Years 3 and 4, students develop their knowledge and understanding of how decisions can be made democratically, the purpose of government, rules and laws, community participation, and identity. In Years 5 and 6, students develop awareness of key aspects of Australia's Anglo-Celtic heritage, including the Westminster system, and knowledge and understanding of the key features and processes of Australia's system of government. Students examine civic issues and develop their understanding of citizenship in local, national, regional and global contexts, and the skills that enable active and informed citizenship.

Year 7–10 curriculum focus

During these years of schooling, students typically develop a broader awareness of and concern with civics and citizenship issues. Students are developing their capacities to think, act and engage with more abstract concepts, follow more complex explanations, and challenge and debate ideas. Students develop increasing independence in critical thinking and skill application. They further develop their awareness of global, regional, national and community issues and have a broader awareness of individual and group civic identity, the rights and responsibilities of being a citizen, and how citizens can influence governments.

Through the Civics and Citizenship curriculum in Years 7 and 8 students develop knowledge and understanding of Australia's political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia's legal system and the different sources of law used in Australia. Students also learn about the diversity of Australian society and the importance of a national identity. In Years 9 and 10 students develop their understanding of how Australia's democracy operates and enables change, the key features and role of the court system and a critical perspective on the influence of the media, including social media, within society. Students develop an understanding of Australia's roles and responsibilities at a global level and its international legal obligations. Students learn about the values and practices that enable a resilient democracy to be sustained.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Civics and Citizenship. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Civics and Citizenship. Teachers can draw from content at different levels along the Year 3 to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. Whilst many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Australian Curriculum: Civics and Citizenship are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require extra time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need extra time and support in order to acquire skills for effective learning in formal settings.

A national *English as an Additional Language or Dialect: Teacher Resource* has been developed to support teachers in making the Australian Curriculum across Foundation to Year 10 in each learning area accessible to EAL/D students.

Gifted and talented students

Teachers can use the Australian Curriculum: Civics and Citizenship flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Civics and Citizenship and/or from local state and territory teaching and learning materials.

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 (LIT)
- Numeracy (NUM)
- Information and communication technology capability (ICT)
- Critical and creative thinking (CCT)
- Personal and social capability (PSC)
- Ethical understanding (EU)
- Intercultural understanding (ICU).

In the Australian Curriculum: Civics and Citizenship, 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. Teachers may find further opportunities to incorporate explicit teaching of the capabilities depending on their choice of activities.

Literacy

Across 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.

In the Australian Curriculum: Civics and Citizenship students develop literacy capability as they research, read and analyse sources of information on aspects of Australia's political and legal systems and contemporary civics and citizenship issues. They learn to understand and use language to discuss and communicate information, concepts and ideas related to the subject. This involves learning to recognise how language can be used to manipulate meaning, distinguish between fact and opinion on political and social issues, and communicate ideas, concepts and plans to a variety of audiences. Communication is critical in Civics and Citizenship, in particular for articulating, debating and evaluating ideas and participating in group discussions.

Numeracy

Across 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.

In the Australian Curriculum: Civics and Citizenship students develop and apply numeracy knowledge and skills to analyse, interpret and present information in numerical and graphical form. This includes investigating the voting process, researching and using statistics on civics and citizenship topics and issues, conducting surveys among community members and representing findings in graphs and charts.

Information and communication technology (ICT) capability

Across 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. 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.

In the Australian Curriculum: Civics and Citizenship students develop the knowledge and skills to use digital technologies to research and source information on civics and citizenship, including critically analysing that information. Students learn about and have opportunities to use social media to collaborate, communicate, share information and build consensus on political, legal and social issues. Students develop and apply ICT skills through organising and presenting information digitally using multimodal elements.

Critical and creative thinking

Across 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 their lives beyond school.

In the Australian Curriculum: Civics and Citizenship students develop critical thinking skills in their investigation of Australia's democratic system of government. They learn to apply decision making processes and use strategies to negotiate and resolve differences. Students develop critical and creative thinking through the examination of political, legal and social issues that do not have obvious or straightforward answers and that require problem solving and innovative solutions. Students consider multiple perspectives and alternatives, think creatively about appropriate courses of action and develop plans for action. The Civics and Citizenship curriculum stimulates students to think creatively about the impact of civic issues on their own lives and the lives of others, and to consider how these issues might be addressed.

Personal and social capability

Across 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 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.

In the Australian Curriculum: Civics and Citizenship students are encouraged to develop and apply personal, interpersonal and social skills, behaviours and dispositions, through working collaboratively and constructively in groups, developing their communication, decision making, conflict resolution and leadership skills, and learning to appreciate the insights and perspectives of others.

Ethical understanding

Across the Australian Curriculum, students develop ethical understanding as they identify and investigate ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding 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.

In the Australian Curriculum: Civics and Citizenship, students discuss and apply ethical concepts such as equality, respect and fairness, which underpin Australia's democracy. They explore and analyse democratic values in particular contexts; for example, evaluating the fairness of voting systems or particular government policies. Students explore different beliefs about civics and citizenship issues and the consequences of particular decisions. They examine shared beliefs and values which support Australian democracy and the rights and responsibilities of citizenship. Students develop the skills to recognise different perspectives and have opportunities to explore ambiguities and ethical considerations related to political, legal and social issues.

Intercultural understanding

Across 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.

In the Australian Curriculum: Civics and Citizenship, students investigate diverse cultural contexts and develop skills in being able to see common issues through diverse cultural lenses. They explore the notion of citizenship, the contribution of diverse cultural influences, and the critical role of shared beliefs and values in an evolving Australian identity. They recognise similarities as well as differences within and across cultural groups, and the importance of practising empathy and facilitating dialogue to understand different perspectives. They explore how people interact across cultural boundaries and consider how factors such as group membership, traditions, customs and religious and cultural practices impact on civic life.

Cross-curriculum priorities

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of individuals and Australia as a whole. In the Australian Curriculum these have become priorities that provide students with the tools and language to engage with and better understand their world at a range of levels. The priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to:

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

Cross-curriculum priorities are addressed through 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. They will have a strong but varying presence depending on their relevance to the learning area.

Aboriginal and Torres Strait Islander histories and cultures

Across the Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

The Australian Curriculum: Civics and Citizenship values Aboriginal and Torres Strait Islander histories, cultures and perspectives. Students are introduced to Aboriginal and Torres Strait Islander customary law and develop an understanding of contemporary Aboriginal and Torres Strait Islander Peoples' experiences of Australia's legal system. They examine the unique identities of Aboriginal and Torres Strait Islander Peoples and how they shape national Australian identity. They consider how these communities are maintaining and developing their identities and what this means for Australia as a whole.

Asia and Australia's engagement with Asia

Across the Australian Curriculum, this priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. Students develop knowledge and understanding of Asian societies, cultures, beliefs, and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

In the Australian Curriculum: Civics and Citizenship, the priority of Asia and Australia's engagement with Asia provides rich and engaging opportunities for developing students' civics and citizenship knowledge, understanding and skills. In particular, the curriculum recognises that Australia's engagement with Asia has the capacity to build understanding and appreciation of diversity within Australian society and contribute to harmonious local, regional and global communities. In examining what shapes personal and national identity, students are encouraged to investigate the cultural or religious groups to which Australians of Asian heritage belong. In studying Australian citizenship, students have an opportunity to explore the experiences of people of Asian heritage who have migrated to Australia and taken up Australian citizenship. Students can also have opportunities to reflect on how Australians can participate in the Asia region as active and informed citizens.

Sustainability

Across the Australian Curriculum, the Sustainability priority allows young Australians to develop the knowledge, skills, values and worldviews necessary for them to act in ways that contribute to more sustainable patterns of living. Education for sustainability enables individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

In the Australian Curriculum: Civics and Citizenship, the priority of Sustainability can provide a context for developing students' civics and citizenship knowledge, understanding and skills. In the knowledge and understanding strand, students have the opportunity to explore sustainability issues as they relate to government services and the different levels of government. They develop the understanding that sustaining a resilient democracy depends on the informed participation of its citizens, and develop skills and dispositions to support active citizenship. They explore contemporary issues and develop action plans and possible solutions to local, national and global issues which have social, economic and environmental perspectives.

Implications for teaching, assessment and reporting

The Australian Curriculum: Civics and Citizenship takes an integrated approach to the study of 'civics' with the study of 'citizenship' and provides opportunities to develop teaching and learning programs that cater for local needs and interests. It emphasises inquiry-based teaching and learning.

Students' interest in and enjoyment of civics and citizenship can be enhanced through active participation in school and community activities, for example, student governance, community service programs, parliamentary education programs, and the work of non-government organisations (including at the regional and international level).

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 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. 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.

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 for 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).

Year 3

The Year 3 curriculum introduces students to democracy in the context of the familiar and personal. It explores an understanding of democracy as rule by the people through learning about decision making within communities. Students consider the purpose of creating rules for groups and how individuals participate in their community.

The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and 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.




Key questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:

- How are decisions made democratically?
- Why do we make rules?
- How can I participate in my community?

Year 3 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
How and why decisions are made democratically in communities (ACHCK001) 	<ul style="list-style-type: none">• making a decision as a whole class by allowing everyone to have a say and a vote• discussing how it feels to be included or excluded from making decisions• identifying places in communities where decisions are made democratically
Laws and citizens	Elaborations
How and why people make rules (ACHCK002) 	<ul style="list-style-type: none">• developing and justifying a set of fair rules for the school• exploring cultural norms behind some rule making, such as removing shoes before entering places of cultural significance• identifying how some rules can protect the rights of others, for example rules in the classroom• identifying who has the authority to make rules, for example at school or in a sporting club
Citizenship, diversity and identity	Elaborations
Why people participate within communities and how students can actively participate and contribute (ACHCK003) 	<ul style="list-style-type: none">• identifying groups in the local community and exploring their purpose• exploring how they could participate in a school or community project, for example raising money for a local or regional aid project that they have studied, or helping reduce pollution• discussing the motivations of people who have contributed to communities, for example local community volunteers, leaders and elders

Civics and Citizenship Skills

Questioning and research

Elaborations

Pose questions about the society in which they live (ACHCS004)



- posing questions, for example, 'How can we look after our environment?', 'How can we make our community safer?'
- posing questions that involve evaluation, such as 'How fair?'

Analysis, synthesis and interpretation

Elaborations

Distinguish facts from opinions in relation to civics and citizenship topics and issues (ACHCS005)



- identifying facts and opinions in statements made during class discussions about civics topics

Use information to develop a point of view (ACHCS006)



- identifying different facts to support their point of view on issues that affect themselves and society, such as responsible pet ownership

Problem solving and decision making

Elaborations

Interact with others with respect, share views and recognise there are different points of view (ACHCS007)



- implementing strategies to ensure multiple views are shared in group situations, for example taking turns to eliminate talking over others
- counting or graphing the results of class votes on issues or decisions

Work in groups to identify issues, possible solutions and a plan for action (ACHCS008)



- allocating roles to members of a group to achieve a set goal
- identifying the pros and cons of using voting to make a group decision
- delegating tasks to develop a plan of action, for example reducing food packaging in schools

Communication and reflection

Elaborations

Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms (ACHCS009)



- presenting a position on a civics and citizenship issue relevant to their lives, for example consequences for breaking school rules
- using appropriate terms, for example community, rules, decision making
- using digital technologies to share and discuss civics and citizenship ideas

Reflect on their cultural identity and how it might be similar and different from others (ACHCS010)



- exploring students' personal family stories that reflect their cultural identity
- considering how personal and family cultural identity may affect decisions

Civics and Citizenship

Year 3 Achievement Standard

By the end of Year 3, students explain how decisions can be made democratically. They recognise the importance of rules. They describe how people participate in their community as active citizens.

Students pose questions about the society in which they live. They share their views on an issue. They present their ideas and opinions using civics and citizenship terms.

Year 4

The Year 4 curriculum introduces students to the purpose of local government and the services it provides to their community. They examine how rules and laws affect them and the importance of laws in society. Students explore cultural diversity, and in particular how belonging to different groups can shape personal identity.





The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and 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.

Key questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:

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

Year 4 Content Descriptions

Civics and Citizenship Knowledge and Understanding	
Government and democracy	Elaborations
<p>The purpose of government and some familiar services provided at the local level (ACHCK011)</p> 	<ul style="list-style-type: none"> • exploring what local government does, including the services it provides such as libraries, health, environment and waste, parks, pools and sport, arts, and pet management • describing how local government services impact on the lives of students
Laws and citizens	Elaborations
<p>The differences between 'rules' and 'laws' (ACHCK012)</p> 	<ul style="list-style-type: none"> • distinguishing between 'laws' (for example speeding in school zones) and 'rules' (for example sun safety in the school)
<p>Why laws are important (ACHCK013)</p> 	<ul style="list-style-type: none"> • exploring the purpose of laws and recognising that laws apply to everyone in society • discussing examples of laws and why they are important to students' lives
Citizenship, diversity and identity	Elaborations
<p>How a person's identity can be shaped by the different cultural, religious and/or social groups to which they may belong (ACHCK014)</p> 	<ul style="list-style-type: none"> • identifying diversity through the different social, cultural, and religious groups students belong to • listing and comparing the different purposes, beliefs, traditions and symbols used by groups • recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions

Civics and Citizenship Skills

Questioning and research

Elaborations

Pose questions about the society in which they live (ACHCS015)



- posing relevant questions, for example 'Who makes decisions about our local community?', 'What laws affect me?'
- discussing the different ways to find out information about a current event

Analysis, synthesis and interpretation

Elaborations

Distinguish facts from opinions in relation to civics and citizenship topics and issues (ACHCS016)



- distinguishing between facts and opinions when discussing a civics and citizenship issue, for example the compulsory use of bike helmets

Use information to develop a point of view (ACHCS017)



- considering information from more than one source before developing a point of view
- comparing different media coverage of a current event

Problem solving and decision making

Elaborations

Interact with others with respect, share views and recognise there are different points of view (ACHCS018)



- conducting role plays which allow for equal presentation of viewpoints about a citizenship topic conducting a debate on a topic relevant to them and their community

Work in groups to identify issues, possible solutions and a plan for action (ACHCS019)



- establishing roles and responsibilities in cooperative group work (such as leader/chair, communicator, encourager, and recorder)
- devising multiple solutions to a civics and citizenship issue
- developing aims and identifying tasks for a plan of action, for example to improve local recreational facilities

Communication and reflection

Elaborations

Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms (ACHCS020)



- creating charts, pictorial stories, maps, and oral presentations, for example to explain the purpose of local government
- using appropriate terms, for example government, law and identity
- using digital technologies such as mind mapping software to make connections between local government services and how people benefit

Reflect on their cultural identity and how it might be similar and different from others (ACHCS021)



- comparing family and community experiences such as religious celebrations with other class members to identify similarities and differences
- exploring stories about where people come from, for example Aboriginal and Torres Strait Islander Peoples, and people from countries of the Asia region

Civics and Citizenship

Year 4 Achievement Standard

By the end of Year 4, students explain the role of local government and distinguish between rules and laws. They describe factors that shape a person's identity and sense of belonging.

Students pose questions about the society in which they live and use information to answer them. They suggest solutions to an identified issue. They develop and present their ideas and opinions on an issue using civics and citizenship terms.

Year 5

The Year 5 curriculum introduces students to the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Students expand on their knowledge of the law by studying how laws impact on the lives of citizens. Students investigate the role of groups in our community.

The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and 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.




Key questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:

- What is democracy in Australia and why is voting in a democracy important?
- How do laws affect the lives of citizens?
- How and why do people participate in groups to achieve shared goals?

Year 5 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
The key values that underpin Australia's democratic system of government (ACHCK022) 	<ul style="list-style-type: none">• discussing the meaning of democracy• discussing the meaning and importance of the key values of Australian democracy such as freedom, equality, fairness and justice
The roles and responsibilities of electors and representatives in Australia's democracy (ACHCK023) 	<ul style="list-style-type: none">• considering the responsibilities of electors, such as enrolling to vote, being informed and voting responsibly• identifying the characteristics that would make for a 'good' representative at the local, state/territory, or national level
The key features of the Australian electoral process (ACHCK024) 	<ul style="list-style-type: none">• exploring the secret ballot and compulsory voting as key features of Australia's democracy• recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair• clarifying who has the right to vote and stand for election in Australia• discussing the democratic ideas behind preferential voting and proportional representation
Laws and citizens	Elaborations

<p>How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHCK025)</p>	<ul style="list-style-type: none"> • categorising the different types of laws in our community and who enforces them (road laws – police; health laws – public health department; pollution laws – environmental protection officer) • exploring how laws protect human rights, for example sex, disability, race and age discrimination law • investigating whether environmental protection laws protect Aboriginal and Torres Strait Islander Peoples' traditional hunting and fishing rights and management of their Country/Place
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<p>The roles and responsibilities of key personnel in law enforcement and in the legal system (ACHCK026)</p>	<ul style="list-style-type: none"> • identifying and researching the different people associated with law enforcement (such as quarantine and customs officials, and police) and the legal system (such as judges and lawyers)
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Citizenship, diversity and identity	Elaborations
<p>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence (ACHCK027)</p>	<ul style="list-style-type: none"> • discussing how and why people volunteer for groups in their community, for example rural fire services, emergency services groups and youth groups • using social media to share and discuss ideas about how people can work together as local, regional and global citizens, for example to develop sustainable communities • examining Aboriginal and Torres Strait Islander organisations and the services they provide



Civics and Citizenship Skills

Questioning and research	Elaborations
<p>Develop questions and gather a range of information to investigate the society in which they live (ACHCS028)</p>	<ul style="list-style-type: none"> • developing questions on a civics and citizenship issue (such as 'who', 'what', 'why', 'how', 'what if') • identifying possible sources of information relevant to an investigation



Analysis, synthesis and interpretation	Elaborations
<p>Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS029)</p>	<ul style="list-style-type: none"> • identifying and challenging over-generalised statements within class discussions • identifying stereotypes in media, such as those relating to age, gender and ethnicity



<p>Use and evaluate a range of information to develop a point of view (ACHCS030)</p>	<ul style="list-style-type: none"> • developing a position on a current event with supporting evidence from more than one source • comparing the number of electors in some state or federal electorates to discuss issues of fairness in elections
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Problem solving and decision making	Elaborations
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Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS031)



- showing respect by listening to all viewpoints about a civics or citizenship issue
- identifying where points of view differ and discussing the reasons for the points of view that others have taken

Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS032)



- clarifying key group strategies and tasks to identify problems and possible solutions to an issue
- participating in a relevant democratic process, for example in the school's decision making processes such as student councils, parliaments, and voting

Communication and reflection

Elaborations

Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts (ACHCS033)



- identifying the audience and creating a digital presentation about an issue using communication strategies that appeal to and connect with that audience
- using terms and concepts appropriately, such as electoral process, democracy, legal system, shared beliefs and values

Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS034)



- analysing the civic activities that students can participate in and the benefits associated with working with others

Year 5 Achievement Standard

By the end of Year 5, students identify the values that underpin Australia's democracy and explain the importance of the electoral process. They describe the role of different people in Australia's legal system. They identify various ways people can participate effectively in groups to achieve shared goals.

Students develop questions and use information from different sources to investigate the society in which they live. They identify possible solutions to an issue as part of a plan for action. Students develop and present civics and citizenship ideas and viewpoints, using civics and citizenship terms and concepts.

Year 6

The Year 6 curriculum provides a study of the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the court system. Students learn how state/territory and federal laws are made in a parliamentary system. Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails. They explore the obligations that people may have as global citizens.

The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and 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.




Key questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:

- What are the roles and responsibilities of the different levels of government in Australia?
- How are laws developed in Australia?
- What does it mean to be an Australian citizen?

Year 6 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments, and courts (ACHCK035) 	<ul style="list-style-type: none">• explaining the role of the monarchy and its representatives in Australia including the Governor-General, and the parliaments and courts in Australia's system of government• recognising the importance of the Westminster system and the Magna Carta in influencing Australia's parliamentary government• investigating sites virtually or in situ associated with key democratic institutions to explore their roles, such as Parliament House in Canberra
The roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system (ACHCK036) 	<ul style="list-style-type: none">• clarifying the roles and responsibilities of the three levels of government (local, state/territory and federal)• identifying instances where there may be multiple levels of government involved, for example in relation to the environment such as management of the Murray-Darling river system
Laws and citizens	Elaborations
How state/territory and federal laws are initiated and passed through parliament (ACHCK037) 	<ul style="list-style-type: none">• discussing where ideas for new laws can come from, for example in response to a community concern• investigating the stages of the passage of a bill• observing an Australian parliament in session, in situ or virtually
Citizenship, diversity and identity	Elaborations

Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHCK038)



- investigating how people become Australian citizens
- discussing the Australian citizenship pledge to explore the values and dispositions that characterise Australian citizenship
- clarifying the formal rights and responsibilities of Australian citizenship
- exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship, for example those of Asian heritage

The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039)



- identifying the obligations people may consider they have as global citizens, such as an awareness of human rights issues, concern for the environment and sustainability, and being active and informed about global issues
- describing dual citizenship and its implications for identity and belonging
- using a current global issue, such as immigration across borders and clearing native forests to establish palm oil plantations, to discuss the concept of global citizenship

Civics and Citizenship Skills

Questioning and research

Elaborations

Develop questions and gather a range of information to investigate the society in which they live (ACHCS040)



- developing a range of questions on a civics and citizenship issue, such as 'who', 'what', 'why', 'how', 'what if'
- clarifying ways to find out answers to questions, such as deciding whether it is better to use personal observation, internet sources, books, interviews, surveys, reports, blogs

Analysis, synthesis and interpretation

Elaborations

Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS041)



- exploring facts and opinions in sources to identify and challenge over-generalisations
- identifying and challenging stereotypes in media

Use and evaluate a range of information to develop a point of view (ACHCS042)



- connecting information from various sources to defend a position, for example about the responsibilities associated with Australian citizenship

Problem solving and decision making

Elaborations

Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS043)





- taking responsibility for respectful interactions with others
- analysing where points of view differ about global issues and clarifying the reasons for the points of view that others have taken

Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS044)



- identifying the advantages and disadvantages of different options for taking action on a civics and citizenship issue
- determining the best option for action on an issue by surveying people's views and opinions, analysing the data, and debating and voting on the action

Communication and reflection	Elaborations
<p>Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts (ACHCS045)</p> 	<ul style="list-style-type: none"> • developing a digital presentation that evaluates a civics and citizenship feature, issue or idea, for example the Australian citizenship pledge • planning a media campaign for a specific purpose, such as to encourage people to enrol to vote • using terms and concepts appropriately, such as Westminster system, courts, monarchy, and the three levels of government
<p>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS046)</p> 	<ul style="list-style-type: none"> • discussing the civic activities that students can participate in and the benefits of active and informed citizenship

Year 6 Achievement Standard

By the end of Year 6, students explain the purpose of key institutions and levels of government in Australia's democracy. They describe the role of parliaments in creating law. Students explain what it means to be an Australian citizen and how people can participate as global citizens.

When researching, students develop questions and gather and analyse information from different sources to investigate the society in which they live. When planning for action, they identify different points of view and solutions to an issue. Students develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts. They identify the ways they can participate as citizens in the school.

Year 7

The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.

The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and 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.




Key questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:

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

Year 7 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
<p>The purpose and value of the Australian Constitution (ACHCK047)</p> 	<ul style="list-style-type: none"> • discussing the key ideas that underpin the Australian Constitution • discussing the advantages of having a written constitution
<p>The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Houses of Parliament, and the division of powers (ACHCK048)</p> 	<ul style="list-style-type: none"> • exploring the concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power • exploring the division of powers between state/territory and federal levels of government using an issue such as water management, education or health • describing the role of the Governor-General and the different roles of the House of Representatives and the Senate
<p>The process for constitutional change through a referendum (ACHCK049)</p> 	<ul style="list-style-type: none"> • describing the process by which referendums to change the Australian Constitution are initiated and decided • exploring examples of attempts to change the Australian Constitution by referendum, for example the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (<i>Establishment of Republic</i>) 1999
Laws and citizens	Elaborations

How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050)



- discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors
- exploring how Australians can receive access to justice and legal representation, such as through legal aid
- discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof

Citizenship, diversity and identity

Elaborations

How Australia is a secular nation and a multi-faith society (ACHCK051)



- defining the terms 'secular', 'multi-faith' and 'diverse society' and discussing their relevance to Australia today
- identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources
- exploring the diversity of spiritualities among Aboriginal and Torres Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam

How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)



- identifying values shared by Australians and deciding which ones could also be considered universal values
- identifying how human rights values are consistent with Australian values

How groups, including Aboriginal and Torres Strait Islander Peoples, express their particular identities, how this influences their perceptions of others, and others' perception of them (ACHCK053)



- investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole
- investigating how and why the visible aspects of people's cultural identity (for example dress, gestures, traditions/customs, accent/language) can influence interactions between people
- considering how Australia's location in the Asian region influences interactions between Australians and those living in the region

Civics and Citizenship Skills

Questioning and research

Elaborations

Develop a range of questions to investigate Australia's political and legal systems (ACHCS054)



- developing a key question such as 'How does the law protect all individuals?' and related questions to inform the investigation, for example 'What is the presumption of innocence?'
- considering current events to generate ideas for research


Identify, gather and sort information and ideas from a range of sources (ACHCS055)




- using a range of sources of information to show religious diversity in Australia, such as articles, graphs, charts, and statistics
- categorising information under headings that are the focus for research


Analysis, synthesis and interpretation

Elaborations


<p>Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056)</p> 	<ul style="list-style-type: none"> ● analysing how information can be used selectively to persuade citizens, for example in a debate about a suggested constitutional change ● evaluating data from a survey to draw conclusions about a current event or issue
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Problem solving and decision making	Elaborations
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<p>Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057)</p> 	<ul style="list-style-type: none"> ● identifying the influences or circumstances that may have informed different perspectives about a civics and citizenship issue ● identifying where there is a common understanding or points of agreement in a discussion as a basis for resolving a conflict or differences
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<p>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058)</p> 	<ul style="list-style-type: none"> ● developing a plan of action that incorporates a consultation process to ensure a range of views are heard and people are provided with opportunities to respond
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Communication and reflection	Elaborations
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<p>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059)</p> 	<ul style="list-style-type: none"> ● using appropriate terms and concepts such as rule of law, separation of powers and secular nation ● using digital technologies and graphic displays for a specific audience, purpose and context, for example to argue the case for a constitutional change
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<p>Reflect on their role as a citizen in Australia's democracy (ACHCS060)</p> 	<ul style="list-style-type: none"> ● recognising their own emotional reactions when interacting with people who are different from them ● raising awareness of different perspectives, for example about sustainability challenges
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Year 7 Achievement Standard

By the end of Year 7, students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. They explain how Australia's legal system is based on the principle of justice. Students identify the importance of shared values, and explain the diverse nature of Australian society.

When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia's political and legal systems. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.

Year 8

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and 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.




Key questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:

- What are the freedoms and responsibilities of citizens in Australia's democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

Year 8 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061) 	<ul style="list-style-type: none">• explaining how each freedom supports active participation in Australia's democracy• discussing how and why 'the bounds of law' can limit these freedoms• considering the circumstances that can lead to dissent in a democracy
How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062) 	<ul style="list-style-type: none">• comparing the effectiveness of different forms of participation in Australia's democracy• exploring how elected representatives can advocate on behalf of citizens• investigating examples where citizens have taken direct action such as organising a public demonstration or social media campaign• analysing how opinion polls are conducted and the ways they are used in democratic debate
Laws and citizens	Elaborations
How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063) 	<ul style="list-style-type: none">• comparing some examples of statutes and common laws and the way they are made• distinguishing statutory and common law from executive law (delegated law)• discussing examples of recent laws passed through parliaments that enact government policy

The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)



- explaining the difference between criminal law and civil law
- considering the significance of customary law for Aboriginal and Torres Strait Islander Peoples

Citizenship, diversity and identity

Elaborations

Judeo-Christian traditions of Australian society and religions practised in contemporary Australia (ACHCK065)



- identifying Judeo-Christian traditions that have influenced the development of Australian society, democracy and law
- identifying religions that are practised in contemporary Australia, for example Christianity, Judaism Buddhism, Islam, Hinduism

Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)

- investigating representations of Australian identity evident in national day events (such as Anzac Day), and in the media and popular culture, to analyse different perspectives on the interpretation of national identity
- examining contemporary influences on the shaping of Australian national identity, such as the natural environment, immigration, attitudes to Asia and Reconciliation between Aboriginal and Torres Strait Islander Peoples and other Australians

How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067)



- examining personal stories to explore how individuals relate to national identity and how it impacts on their sense of belonging in the Australian community
- exploring the extent of ethnic diversity in Australia

Civics and Citizenship Skills

Questioning and research

Elaborations

Develop a range of questions to investigate Australia's political and legal systems (ACHCS068)



- developing complex and open-ended questions to explore a civics or citizenship topic such as 'freedoms', for example 'What do our freedoms mean in practice?' and 'What do you consider to be the most important freedom?'

Identify, gather and sort information and ideas from a range of sources (ACHCS069)



- identifying sources offering different perspectives on an issue, for example finding out about the recognition of Aboriginal and Torres Strait Islander customary law
- collating a list of different sources of information and prioritising the list based on an assessment of usefulness and reliability

Analysis, synthesis and interpretation

Elaborations

Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070)



- examining language choices in a range of texts to identify purpose, audience and reliability, for example those used by candidates in an election campaign or by a lobby group
- using a variety of sources to develop conclusions about Australian national identity

Problem solving and decision making

Elaborations

Appreciate multiple perspectives and use strategies to mediate differences (ACHCS071)



- using empathy to appreciate the influences or circumstances that may have informed different perspectives
- recognising assumptions in their own and other people's thinking when mediating differences
- using culturally inclusive behaviours during class discussions and meetings

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS072)



- participating in a simulation to achieve consensus, for example a mock court case or parliamentary committee
- working in groups to evaluate the options before deciding on any course of action, for example to influence change relating to a current event or issue

Communication and reflection

Elaborations

Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS073)



- using appropriate terms and concepts such as 'freedoms', 'responsibilities', 'statutory law', and 'customary law'
- creating material for public distribution with a specific purpose and context, for example an advertisement promoting participation in Australia's democracy

Reflect on their role as a citizen in Australia's democracy (ACHCS074)



- considering how personal experiences and circumstances influence their identity as a citizen and how they relate to others
- considering the factors that shape the way they meet their responsibilities as a citizen, for example where they live

Year 8 Achievement Standard

By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging.

When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.

Year 9

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and 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.




Key questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

Year 9 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075) 	<ul style="list-style-type: none">• investigating how the contemporary party system operates in Australia's liberal democracy and how governments are formed in parliament• discussing the meaning of key concepts such as parliamentary majority, the opposition, hung parliament, minority government, party platform, and mandate
How citizens' choices are shaped at election time, including the influence of the media (ACHCK076) 	<ul style="list-style-type: none">• examining a range of strategies used to persuade citizens' electoral choices such as public debate, media, opinion polls, advertising, interest groups and political party campaigns• discussing how social media is used to influence people's understanding of issues
Laws and citizens	Elaborations
The key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes, and make law through judgments (ACHCK077) 	<ul style="list-style-type: none">• creating a visual representation of the court jurisdictions in Australia• categorising sample cases in relation to the courts in which they would be heard, for example cases from criminal, consumer, family, human rights and environmental law• describing the role of a particular court, for example a supreme court, a magistrates court, or the Family Court of Australia• exploring how court judgments impact on the development of law, for example the role of precedents

The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078)



- describing what is meant by each principle and how each works to protect citizens and contribute to a fair society
- examining factors that can undermine the application of the principles of justice, for example bribery, coercion of witnesses, trial by media, and court delays

Citizenship, diversity and identity

Elaborations

How and why groups, including religious groups, participate in civic life (ACHCK079)



- researching the work of a non-government organisation (NGO), philanthropist or community group, and how and why they contribute to the Australian community
- exploring the concept of 'the common good' using examples of how religious groups participate to foster interfaith understanding or social justice
- investigating why a particular group advocates for change, for example in relation to gender equity

The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)



- analysing how media represent different groups in Australian society and assessing the impact those representations have on community cohesiveness
- investigating a human rights campaign that uses social media and how members of the public have engaged in the issue

How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)



- examining stories of how Australian citizens' perspectives on their role in the global community have been influenced by their experiences of living and working in other countries
- examining forms of global connectedness such as digital technology, arts, trade, language learning, employment, travel and immigration
- debating the concepts of 'global identity' and 'global citizenship' and their implications for Australian citizens

Civics and Citizenship Skills

Questioning and research

Elaborations

Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082)



- selecting key questions to investigate an aspect of Australia's political and legal systems, for example the role of juries
- posing questions which evaluate Australia's democracy such as 'how equal?', 'how representative?' and 'how accountable?'

Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083)



- developing categories for sorting information from surveys about people's views on political or legal issues
- identifying why some information has greater accuracy and reliability than other information

Analysis, synthesis and interpretation

Elaborations

Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084)



- exploring texts for stereotype, over-generalisation and misrepresentation, for example how cultural groups are represented in the media
- explaining the assumptions or missing information that may affect the reliability of an opinion about an issue, for example commentary from a traditional form of media
- comparing and contrasting the varying policies of different political groups on an issue

Account for different interpretations and points of view (ACHCS085)



- taking on roles for a discussion to explore various points of view about a contemporary political or social issue
- developing an evidence-based argument which recognises different interpretations, for example about the role of social media in contemporary debates

Problem solving and decision making

Elaborations

Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)



- recognising that common issues may need to be seen through diverse cultural lenses
- recognising that people will not always agree and using strategies to accommodate difference and accept compromise
- using skills associated with the negotiation process (stating your position clearly, active listening, highlighting strengths, applying reason and logic, identifying common ground)

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087)



- considering the most appropriate democratic decision making processes to reach a consensus, such as achieving an absolute majority
- developing a plan of action using digital technologies that incorporates democratic decision making processes

Communication and reflection

Elaborations

Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088)



- using appropriate terms and concepts such as jurisdictions, parliamentary majority, and mandate
- using digital technologies to present an evidence-based argument for persuading an audience to a point of view

Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)



- considering Australian, regional and global futures and how students might contribute as active and informed citizens
- considering how digital technologies enables them to engage with a global community

Year 9 Achievement Standard

By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity.

When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.

Civics and Citizenship

Year 10

The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and 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.


Key questions

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

Year 10 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
<p>The key features and values of Australia's system of government compared with ONE other system of government in the Asia region (ACHCK090)</p> 	<ul style="list-style-type: none">• categorising the key features of Australia's system of government, for example democratic elections and the separation of powers, and comparing and contrasting these to the key features found in another country in the Asia region, such as Japan, India or Indonesia• interviewing people with connections to a country in the Asia region to compare the values they associate with the system of government in that country, with those of Australia
<p>Australia's roles and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091)</p> 	<ul style="list-style-type: none">• exploring the types of participation that Australia has in the Asia region and internationally, for example exchange programs, peacekeeping, election monitoring, health programs, disaster management• investigating Australia's involvement with the United Nations, for example representation in the organisation and adherence to conventions and declarations that Australia has ratified
Laws and citizens	Elaborations
<p>The role of the High Court, including in interpreting the Constitution (ACHCK092)</p> 	<ul style="list-style-type: none">• examining the jurisdiction of the High Court• exploring an example of a High Court judgment in interpreting and applying Australian law, such as the Mabo decision

How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093)



- listing some of the international agreements Australia has ratified and identifying examples of how each one might shape government policies and laws, for example the protection of World Heritage areas
- researching the International Convention on the Elimination of All Forms of Racial Discrimination, Convention on the Rights of the Child, and the Declaration on the Rights of Indigenous Peoples
- identifying how international conventions and declarations have shaped Australian government policies with regard to Aboriginal and Torres Strait Islander Peoples

Citizenship, diversity and identity

Elaborations

The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)



- exploring the concept of 'cohesive society' using examples from contemporary events in Australia or in other countries to identify factors that support cohesiveness
- considering threats to Australian democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness
- identifying the safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law
- investigating processes by which individuals and groups resolve differences in Australian communities, for example negotiation, mediation and reconciliation

Civics and Citizenship Skills

Questioning and research

Elaborations

Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS095)



- developing and evaluating a set of questions that provide a comprehensive framework for research, for example in relation to how systems of government might differ and how democratic they are

Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096)



- conducting an opinion poll using information technologies and analysing the results
- referencing a range of sources using an appropriate referencing system

Analysis, synthesis and interpretation

Elaborations

Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097)



- developing and using criteria to evaluate the suitability of data in an investigation about Australia's international involvements
- critically analysing published material relevant to civics and citizenship topics and issues to assess reliability and purpose, for example NGO fundraising material or a government information campaign

Account for different interpretations and points of view (ACHCS098)



- identifying the values, motivations and contexts which underpin different interpretations about civics and citizenship topics and issues
- developing an evidence-based argument that includes a rebuttal of an alternative point of view, for example about Australia's commitment to its international legal obligations

Problem solving and decision making

Elaborations

Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS099)



- identifying civics and citizenship topics and issues that may involve dissent, uncertainty or be open to interpretation and debate, for example international views on whaling and money laundering
- using skills associated with the negotiation process (seeking to understand other views, applying reason and logic, building on common ground, isolating areas of difficulty, and recording agreements reached)

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100)



- developing a plan for action that takes into account challenges, opportunities, risks and strategies to respond to a civics and citizenship issue
- using democratic processes to decide on criteria that can be used to evaluate plans for action to addresses a civics and citizenship issue

Communication and reflection

Elaborations

Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101)



- using appropriate terms and concepts such as conventions, international law, cohesive society and global citizen
- using a range of relevant evidence to persuade an audience to a point of view about how to sustain a resilient democracy

Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)



- considering and identifying the qualities of a citizen in a contemporary, successful democracy
- discussing the implications of living in an interconnected world and what this could mean for active and informed citizenship

Year 10 Achievement Standard

By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse Australia's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies.

When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts and subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts.

Glossary

Absolute majority

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

Active citizenship

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

Australian democracy

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

Australian Government

Refers to the federal or national government of Australia. Previously known as the Commonwealth Government, it was established by the Australian Constitution at the time of Federation.

Burden of proof

The legal principle where a duty – or 'burden' – is placed on a party in a court action to prove or disprove disputed facts before the court will make a judgment. It is the threshold that a party seeking to prove a fact in court must reach in order to have that fact legally established; that is, to convince a decision-maker in a trial (judge; jury) that one's version of the facts is true. (In general, the threshold or level is 'beyond reasonable doubt' in a criminal dispute and 'on the balance of probabilities' for civil disputes).

Citizen

A person who holds citizenship of an entity, such as a country, and who is a member of a political community which grants certain rights and privileges to its citizens, and in return expects them to act responsibly such as to obey their country's laws.

Citizenship

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

Citizenship is also understood as membership of social, political, national or community groups that carries with it rights and responsibilities, and duties and privileges, and is guided by social virtues and encourages active participation.

Civic life

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

Civics

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

Civil society

Refers to non-government organisations (NGOs) in public life expressing the interests and values of their members. NGOs or civil society organisations are considered important to sustaining healthy democracies as they build social capital.

'Civil' society is also frequently used to refer to a society where civility is common in citizen behaviour and public discourse.

Civility

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

Common good

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

Common law

A body of English law traditionally based on custom and court decisions. Also known as case law or precedent, it is law developed by judges through decisions of courts.

Constitution

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

Constitutional monarchy

A form of monarchy in which the monarch acts as a country's head of state within the guidelines of a constitution and the advice of an elected government, which constrain the monarch's powers.

Conventions

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

Customary law

Acknowledged behaviour by individuals and groups who recognise the benefits of behaving in accordance with other individuals' expectations and customs. Here this refers to the customary law of Aboriginal and Torres Strait Islander Peoples; however, in Australia customary law is subject to constitutional and common law.

Democracy

A system of government based on the people of an entity, that is, 'government by the people'; a form of government where the supreme power is vested in the people and exercised directly by them or by their elected representatives under a free and fair electoral system.

Direct action

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

Dispositions

The intentions to act or behave in a way that is influenced by the knowledge, skills and values acquired as a democratic citizen.

Division of powers

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

Electors

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

Federalism

A principle of government that defines the relationship between the central government at the national level and its constituent units at the regional, state or local levels. In Australia, federalism is the governmental relationship and division of powers between the Australian Government and the states and territories.

Global citizens

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

Governance

The process and rules by which decisions are made and implemented within entities such as national and state governments, corporations and other organisations.

Governor-General

The representative of the monarch in the Australian jurisdiction according to the Australian Constitution and so is head of state. Although the constitution grants the governor-general a wide range of powers, in practice the conventions of the Westminster system are followed so the governor-general acts, with rare exceptions, only on the advice of the prime minister and government.

Human rights

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

Identity

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

Law

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

Liberal democracy

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

Mandate

A political doctrine that derives its meaning from political philosophy, political behaviour and political morality, not from constitutions or other laws. It concerns the authorisation to act in a particular way on a public issue given by the electorate to its representative or government.

Media

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

Multicultural

Refers to the preservation of different cultures or cultural identities within a unified society such as a state or nation.

Multi-faith

Refers to a society characterised by support for or free activity of religions, within the bounds of the law.

Non-government organisation (NGO)

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

Parliamentary democracy

A system of government in which power is in the hands of the people, who exercise that power through elected representatives in parliament. This is based on the idea that parliament has supreme or sovereign power.

Preferential voting

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

Proportional representation

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

Referendum

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

Representative democracy

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

Rights and responsibilities

Refer to entitlements and obligations that are associated with citizenship. Rights and responsibilities are a cornerstone of modern democracies. While there are many rights a citizen may enjoy (freedom of speech, the right to vote) there are also responsibilities of citizenship (vote in elections, pay taxes, jury service).

Rule of law

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

Rules

Guidelines for behaviour; they are a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity, for example, school rules; rules of cricket. Rules are usually developed and set by people who have power and authority to create and enforce them.

Secular

Relating to the worldly rather than religion; things that are not regarded as religious, spiritual, or sacred. For example, a secular society is one governed by people's laws through parliament rather than by religious laws.

Separation of powers

The acknowledged division between the executive, legislature (parliament) and judiciary. These separations act as checks and balances on each other to prevent excessive concentration of power in one group.

Social sustainability

The idea that current generations promote social inclusion, cohesion and accountability so that future generations should be able to have the same or greater access to social resources as the current generations.

Statute (statutory law)

Written law (in the form of a bill) that has been passed through all stages by Parliament, has received the monarch's (or monarch's representative such as Governor-General or Governor) assent and has been proclaimed.

Voting

A means of formally expressing opinion or choice on an issue or electing a representative. The term is frequently understood in relation to government as a formal expression of preference for a candidate for office or for a proposed resolution of an issue within a parliament.

Westminster system

The process of parliamentary government that evolved in England based on a government from the democratically elected lower house, a mainly ceremonial sovereign/head of state, a head of government who commands a majority in the lower house parliament, an executive/cabinet composed of members of parliament, an independent civil service and the rule of law based on an independent judiciary.

Civics and Citizenship Knowledge and Understanding Scope and Sequence: Year 3 – 10

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Key inquiry questions	<p>How are decisions made democratically?</p> <p>Why do we make rules?</p> <p>How can I participate in my community?</p>	<p>How can local government contribute to community life?</p> <p>What is the difference between rules and laws and why are they important?</p> <p>How has my identity been shaped by the groups to which I belong?</p>	<p>What is democracy in Australia and why is voting in a democracy important?</p> <p>How do laws affect the lives of citizens?</p> <p>How and why do people participate in groups to achieve shared goals?</p>	<p>What are the roles and responsibilities of the different levels of government in Australia?</p> <p>How are laws developed in Australia?</p> <p>What does it mean to be an Australian citizen?</p>	<p>How is Australia's system of democratic government shaped by the Constitution?</p> <p>What principles of justice help to protect the individual's rights to justice in Australia's system of law?</p> <p>How is Australia a diverse society and what factors contribute to a cohesive society?</p>	<p>What are the freedoms and responsibilities of citizens in Australia's democracy?</p> <p>How are laws made and applied in Australia?</p> <p>What different perspectives are there about national identity?</p>	<p>What influences shape the operation of Australia's political system?</p> <p>How does Australia's court system work in support of a democratic and just society?</p> <p>How do citizens participate in an interconnected world?</p>	<p>How is Australia's democracy defined and shaped by the global context?</p> <p>How are government policies shaped by Australia's international legal obligations?</p> <p>What are the features of a resilient democracy?</p>
Government and democracy								
Content descriptions	<p>How and why decisions are made democratically in communities</p>	<p>The purpose of government and some familiar services provided at the local level</p>	<p>The key values that underpin Australia's democratic system of government</p>	<p>The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments, and courts</p>	<p>The purpose and value of the Australian Constitution</p>	<p>The freedoms that enable active participation in Australia's democracy within the bounds of the law, including freedom of speech, association, assembly, religion, and movement</p>	<p>The role of political parties, and independent representatives in Australia's system of government, including the formation of governments</p>	<p>The key features and values of Australia's system of government compared with ONE other system of government in the Asia region</p>
			<p>The roles and responsibilities of electors and</p>	<p>The roles and responsibilities of the three levels of</p>	<p>The key features of government under the Australian</p>	<p>How citizens can participate in Australia's</p>	<p>How citizens' choices are shaped at election time,</p>	<p>Australia's role and responsibilities at a global level, for</p>

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
			representatives in Australia's democracy	government, including shared roles and responsibilities within Australia's federal system	Constitution with a focus on: the separation of powers; the roles of the Houses of Parliament; and the division of powers	democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action	including the influence of the media	example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations
			The key features of the Australian electoral process		The process for constitutional change through a referendum			
Laws and citizens								
How and why people make rules	The differences between 'rules' and 'laws'	How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples	How state/territory and federal laws are initiated and passed through parliament	How Australia's legal system aims to provide justice, through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation	How laws are made in Australia through parliaments (statutory law) and through the courts (common law)	The key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgements	The role of the High Court, including in interpreting the Constitution	
	Why laws are important	The roles and responsibilities of key personnel in law enforcement and in the legal system			The types of law in Australia, including criminal law and civil law; and the place of Aboriginal and Torres Strait Islander customary law	The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal	How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait	

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
								Islander Peoples
Citizenship, diversity and identity								
	Why people participate within communities and how students can actively participate and contribute	How a person's identity can be shaped by the different cultural, religious and/or social groups to which they may belong	Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence	Who can be an Australian Citizen; the formal rights and responsibilities, and shared values of Australian Citizenship	How Australia is a secular nation and a multi-faith society	Judeo-Christian traditions of Australian society and religions practised in contemporary Australia	How and why groups, including religious groups, participate in civic life	The challenges to, and ways of sustaining, a resilient democracy and cohesive society
				The obligations citizens may consider they have beyond their own national borders as active and informed global citizens	How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society	Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian	The influence of a range of media, including social media, in shaping identities and attitudes to diversity	
					How groups, including Aboriginal and Torres Strait Islander Peoples, express their particular identities; how this influences their perceptions of others, and others' perception of them	How national identity can shape a sense of belonging in Australia's multicultural society	How ideas about and experiences of Australian identity are influenced by global connectedness and mobility	

Civics and Citizenship skills scope and sequence: Year 3 to Year 10

Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Questioning and Research			
Pose questions about the society in which they live	Develop questions and gather a range of information to investigate the society in which they live	Develop a range of questions to investigate Australia's political and legal systems	Develop, select and evaluate a range of questions to investigate Australia's political and legal systems
		Identify, gather and sort information and ideas from a range of sources	Identify, gather and sort information and ideas from a range of sources and reference as appropriate
Analysis, synthesis and interpretation			
Distinguish facts from opinions in relation to civics and citizenship topics and issues	Identify over-generalised statements in relation to civics and citizenship topics and issues	Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues	Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues
Use information to develop a point of view	Use and evaluate a range of information to develop a point of view		Account for different interpretations and points of view
Problem-solving and decision-making			
Interact with others with respect, share views and recognise there are different points of view	Interact with others with respect, identify different points of view and share personal perspectives and opinions	Appreciate multiple perspectives and use strategies to mediate differences	Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues
Work in groups to identify issues, possible solutions and a plan for action	Work in groups to identify issues and develop possible solutions and plan for action using decision-making processes	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action
Communication and reflection			
Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms	Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts	Present evidence-based civics and citizenship arguments using subject-specific language	Present evidence-based civics and citizenship arguments using subject-specific language
Reflect on their cultural identity and how it might be similar and different from others	Reflect on personal roles and actions as a citizen in the school and in the community	Reflect on their role as a citizen in Australia's democracy	Reflect on their role as a citizen in Australian, regional and global contexts

The Australian Curriculum Humanities and Social Sciences - Geography

Overview

Rationale

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students' curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

Aims

The Foundation - Year 10 Australian Curriculum: Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Content structure

The Australian Curriculum: Geography is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

Geographical Knowledge and Understanding

Geographical Knowledge refers to the facts, generalisations, principles, theories and models developed in geography. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument.

Geographical Understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Geographical Inquiry and Skills

Geographical Inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, analysis and interpretation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographical context.

Geographical Skills are the techniques that geographers use in their investigations, both in fieldwork and in the classroom. Students learn to think critically about the methods used to obtain, represent, analyse and interpret information and communicate findings. Key skills developed through Australian Curriculum: Geography include formulating a question and research plan, recording and data representation skills, using a variety of spatial technologies and communicating with appropriate geographical vocabulary.

Geographical Skills are described in the curriculum under five sub-headings representing the stages of a complete investigation. Over each two-year stage students should learn the methods and skills specified for that stage, but it is not intended that they should always be learned in the context of a complete inquiry. Teachers could, for example, provide students with data to represent or analyse rather than have them collect the information themselves. Inquiry does not always require the collection and processing of information: the starting point could be a concept or an ethical or aesthetic issue that can be explored orally. Many inquiries should start from the observations, questions and curiosity of students. Inquiry will progressively move from more teacher-centred to more student-centred as students develop cognitive abilities and gain experience with the process and methods across the years of schooling.

The stages of an investigation are:

Observing, questioning and planning: Identifying an issue or problem and developing geographical questions to investigate the issue or find an answer to the problem.

Collecting, recording, evaluating and representing : Collecting information from primary and/or secondary sources, recording the information, evaluating it for reliability and bias, and representing it in a variety of forms.

Interpreting analysing and concluding : Making sense of information gathered by identifying order, diversity, trends, patterns, anomalies, generalisations and cause-and-effect relationships, using quantitative and qualitative methods appropriate to the type of inquiry and developing conclusions. It also involves interpreting the results of this analysis and developing conclusions.

Communicating: Communicating the results of investigations using combinations of methods (written, oral, audio, graphical, visual and mapping) appropriate to the subject matter, purpose and audience.

Reflecting and responding : Reflecting on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry; and proposing actions that consider environmental, economic and social factors.

Relationship between the strands

The two strands are integrated in the development of a teaching and learning program. The Geographical Knowledge and Understanding strand is developed year by year and provides the contexts through which particular skills are developed. Following the Foundation Year the Geographical Inquiry and Skills strand has common content descriptions for each two-year band of schooling, but with elaborations specific to each Year to support the changing content of the Geographical Knowledge and Understanding strand.

Inquiry questions

Each year level from Foundation to Year 10 includes key inquiry questions that provide a framework for developing students' geographical knowledge and understanding, and inquiry and skills.

Year-level descriptions

Year-level descriptions provide a focus of study at each year level. The descriptions identify the key geographical concepts that are to be the focus for understanding and articulate how students' geographical knowledge, understanding, skills and mental map of the world will be developed. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

Key inquiry questions

Each year level from Foundation to Year 10 includes key inquiry questions that provide a framework for developing students' geographical knowledge and understanding, and inquiry and skills.

Content descriptions

The Australian Curriculum: Geography 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.

Achievement standards

The achievement standards describe expected student learning at each year level. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students. Achievement standards will be accompanied by sets of annotated student work samples as support material that illustrates actual achievement in relation to the achievement standard.

Glossary

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

Concepts for developing geographical understanding

The Australian Curriculum: Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change, as integral to the development of geographical understanding. These are high-level ideas or ways of thinking that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making. They are the key ideas involved in teaching students to think geographically.

In Foundation to Year 2 there is a particular emphasis on the use of the concepts of place, space and environment in studies at a personal and local scale. The concept of interconnection is introduced in Year 2 to develop students' understanding of how people are connected to places in Australia and across the world. These concepts continue to be a focus of study in Years 3–6 but the scale of the places studied moves from the local to national, world regional and global scales. The concepts of sustainability and change are also introduced in these years. In Years 7–10, students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Place

The concept of place is about the significance of places and what they are like. In the Australian Curriculum: Geography, an understanding of the concept of place is developed in the following ways:

- Places are parts of the Earth's surface that are identified and given meaning by people. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room or garden to a major world region. They can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, for example, landforms and people, while others are intangible, for example, scenic quality and culture.
- Places are important to our security, identity and sense of belonging, and they provide us with the services and facilities needed to support and enhance our lives. Where people live can influence their wellbeing and opportunities.
- The environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods.
- The human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales.
- The places in which we live are created, changed and managed by people.
- Each place is unique in its characteristics. As a consequence, the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places.
- The sustainability of places may be threatened by a range of factors, for example, natural hazards; climate change; economic, social and technological change; government decisions; conflict; exhaustion of a resource and environmental degradation.

Space

The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. In the Australian Curriculum: Geography, an understanding of the concept of space is developed in the following ways:

- The environmental and human characteristics of places are influenced by their location, but the effects of location and distance from other places on people are being reduced, though unequally, by improvements in transport and communication technologies.
- The individual characteristics of places form spatial distributions, and the analysis of these distributions contributes to geographical understanding. The distributions also have environmental, economic, social and political consequences.
- Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned, to achieve particular purposes.

Environment

The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment. In the Australian Curriculum: Geography, an understanding of the concept of environment is developed in the following ways:

- The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes.
- The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation.
- Culture, population density, type of economy, level of technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.
- Management of human-induced environmental change requires an understanding of the causes and consequences of change, and involves the application of geographical concepts and techniques to identify appropriate strategies.
- Each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors, and can be reduced but not eliminated by prevention, mitigation and preparedness.

Interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. In the Australian Curriculum: Geography, an understanding of the concept of interconnection is developed in the following ways:

- Places and the people and organisations in them are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.
- Environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.
- Holistic thinking is about seeing the interconnections between phenomena and processes within and between places.

Sustainability

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future. In the Australian Curriculum: Geography, an understanding of the concept of sustainability is developed in the following ways:

- Sustainability is both a goal and a way of thinking about how to progress towards that goal.
- Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social).
- An understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function; the human actions that have initiated these processes; and the attitudinal, demographic, social, economic and political causes of these human actions. These can be analysed through the framework of human–environment systems.
- There are a variety of contested views on how progress towards sustainability should be achieved and these are often informed by worldviews such as stewardship.

Scale

The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.

In the Australian Curriculum: Geography, an understanding of the concept of scale is developed in the following ways:

- Generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale.
- Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate.

Change

The concept of change is about explaining geographical phenomena by investigating how they have developed over time. In the Australian Curriculum: Geography, an understanding of the concept of change is developed in the following ways:

- Environmental change can occur over both short and long time frames, and both time scales have interrelationships with human activities.
- Environmental, economic, social and technological change is spatially uneven, and affects places differently.
- An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve preferred and more sustainable futures.

Geography across Foundation to Year 10

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

Foundation to Year 2: typically students from 5 to 8 years of age

Years 3–4: typically students from 8 to 10 years of age

Years 5–6: typically students from 10 to 12 years of age

Years 7–10: typically students from 12 to 15 years of age.

Foundation to Year 2: Curriculum focus- Exploring local and more distant places

Young students are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the curriculum explores the geography of their lives and their own places. Students think about aspects of place, space and environment. Learning about their own place, and building a connection with it, also contributes to their sense of identity and belonging, and an understanding that places should be cared for. While the local place should be the initial focus for learning, young students are also aware of and interested in more distant places and the curriculum provides opportunities to build on this curiosity. Students are introduced to the concept of interconnections when learning how they are connected to places throughout the world.

Students' spatial thinking starts by learning about direction and distance and how familiar things can be arranged in space for different purposes. They become aware of the distances between places and how distance constrains their activities. They begin to develop a mental map of the world and of where they are located in relation to other places. Students are introduced to the concept of the environment through the exploration of the environment of their own and other places and by recognising how places vary in terms of their natural features. They become aware of why the environment needs to be cared for and are prompted to consider how they can contribute to this, laying foundations for active citizenship.

Specific geographical skills introduced throughout the early years include observing and describing the features of places, drawing a map, using directional language, understanding distance and interviewing relatives.

Years 3–4: Curriculum focus - Investigating places and environments

In Years 3–4 students ask more complex geographical questions and contribute to planning their geographical inquiries and learning. They can provide reasons for what they think and justify their conclusions.

The curriculum focus shifts from exploration to more purposeful investigation. In these years, students learn to describe and compare the environmental and human characteristics of places in different locations at the local, regional and national scale. They reflect on how people feel about places and learn how the environment supports their life and the life of other living things. They examine different views on how to protect environments and how to use resources and manage waste sustainably.

Sustainability is also examined through a study of Aboriginal and Torres Strait Islander Peoples' custodial responsibility for their Country/Place. The development of a student's mental map of the world is extended through a study of the location and characteristics of places in the southern hemisphere, including Australia and its near neighbours.

In their investigations, students collaborate to collect and record information, identify patterns and trends and draw conclusions, and communicate their findings using appropriate geographical vocabulary. Specific new geographical skills in Years 3–4 include the use of aerial photographs and satellite images, the construction of simple graphs and the interpretation of maps.

Years 5–6: Curriculum focus - Explaining places and investigating the world

In Years 5–6, students become more critical, analytical and evaluative in their thinking. They are increasingly aware of the wider community and are learning to take on individual and group responsibilities.

In these years, students are introduced to the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected. They examine how human action influences the environmental characteristics of places and how these characteristics influence the human characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. The scale of study in Year 6 shifts to the global with a study of the world's cultural, economic, demographic and social diversity. Students also study Australia's connections with other places, the effects of these interconnections and the factors that affect people's knowledge and opinions of other places. The development of a student's mental map of the world is extended through a study of the location of countries in continents of the northern hemisphere and countries of the Asia region.

Specific new geographical skills in Years 5–6 include interpreting spatial distributions, comparing places, making and interpreting graphs, constructing large- and small-scale maps, and using spatial technologies and information and communication technologies.

Years 7–10: Curriculum focus - Regional and global places in an environmental and human geography context

As students move into adolescence, their interests extend beyond their own communities and they begin to develop concerns about wider issues. They are able to work with more abstract concepts and consider increasingly complex ideas, and are keen to debate alternative answers and interpretations.

The geography curriculum in these years seeks to accommodate the needs of learners through a much wider exploration of the world and ideas about it. There is a focus on citizenship, as students study local, national and global issues and identify actions that they could take. One sequence of units focuses on environmental geography and introduces students to the basic elements of hydrology, geomorphology and biogeography. The Year 10 unit applies the knowledge gained from these three units to studies of environmental change and environmental management. All units combine studies of both environmental and human processes and have an applied focus on the management of environmental resources. Sustainability is a continuing theme and is progressively developed to become the major focus in Year 10. The second sequence of units focuses on some key aspects of human geography, including the liveability of places; spatial change in the distribution of populations; interconnections, with an emphasis on how people, including students, are connected to and have impacts on places and environments around the world; and the geography of human wellbeing at the local, regional and global levels.

The Years 7–10 curriculum continues to develop students' geographical knowledge and mental map of the world through the investigation of selective studies of world regions and specific countries. Where studies of place are not specified, teachers can select an area of Australia, or countries of the Asia region, or areas of the world, which are contextually appropriate.

Specific geographical skills in Years 7–10 emphasise analysing and interpreting geographical data and information, using spatial technologies and other digital techniques, and developing reasoned arguments based on evidence to support conclusions.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Geography. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Geography. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language and have had little or no formal schooling.

While the aims of the Australian Curriculum: Geography are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require extra time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need extra time and support in order to acquire skills for effective learning in formal settings.

A national *English as an Additional Language or Dialect: Teacher Resource* has been developed to support teachers in making the Australian Curriculum: Foundation to Year 10 in each learning area accessible to EAL/D students.

Gifted and talented students

Teachers can use the Australian Curriculum: Geography flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua, for example, the higher order cognitive skills of the Critical and creative thinking capability; and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Geography and/or from local state and territory teaching and learning materials.

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 understanding
- Intercultural understanding.

In the Australian Curriculum: Geography, 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 geography content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities depending on their choice of activities.

Literacy

Across 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.

In Geography, students develop literacy capability as they learn how to build geographical knowledge and understanding and how to explore, discuss, analyse and communicate geographical information, concepts and ideas. They use a wide range of informational and literary texts, for example, interviews, reports, stories, photographs and maps, to help them understand the places that make up our world, learning to evaluate these texts and recognising how language and images can be used to make and manipulate meaning.

Students develop oral and written skills as they use language to ask distinctively geographical questions. They plan a geographical inquiry, collect and evaluate information, communicate their findings, reflect on the conduct of their inquiry and respond to what they have learned. Students progressively learn to use geography's scientific and expressive modes of writing and the vocabulary of the discipline. They learn to comprehend and compose graphical and visual texts through working with maps, diagrams, photographs and remotely sensed and satellite images.

Numeracy

Across 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.

In Geography, students develop numeracy capability as they investigate concepts fundamental to geography, for example, the effects of location and distance, spatial distributions and the organisation and management of space within places. They apply numeracy skills in geographical analysis by counting and measuring, constructing and interpreting tables and graphs, calculating and interpreting statistics and using statistical analysis to test relationships between variables. In constructing and interpreting maps, students work with numerical concepts of grids, scale, distance, area and projections.

Information and communication technology (ICT) capability

Across 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 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.

In Geography, students develop ICT capability when they locate, select, evaluate, communicate and share geographical information using digital technologies and learn to use spatial technologies.

They enhance their ICT capability by exploring the effects of technologies on places, on the location of economic activities and on people's lives. They understand the geographical changes produced by the increasing use of technology.

Critical and creative thinking

Across 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 their lives beyond school.

In Geography, students develop critical and creative thinking as they investigate geographical information, concepts and ideas through inquiry-based learning. They develop and practise critical and creative thinking by using strategies that help them think logically when evaluating and using evidence, testing explanations, analysing arguments and making decisions, and when thinking deeply about questions that do not have straightforward answers. Students learn the value and process of developing creative questions and the importance of speculation. Students are encouraged to be curious and imaginative in investigations and fieldwork. The geography curriculum also stimulates students to think creatively about the ways that the places and spaces they use might be better designed, and about possible, probable and preferable futures.

Personal and social capability

Across 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.

In Geography, students develop personal and social capability as they engage in geographical inquiry, and learn how geographical knowledge informs their personal identity, sense of belonging and capacity to empathise with others, as well as offering opportunities to consider ways of contributing to their communities.

Inquiry-based learning assists students to develop their capacity for self-management. It gives them a role in directing their own learning and in planning and carrying out investigations, and provides them with opportunities to express and reflect on their opinions, beliefs, values and questions appropriately. This enables them to become independent learners who can apply geographical understanding and skills to decisions they will have to make in the future. Through working collaboratively in the classroom and in the field, students develop their interpersonal and social skills, and learn to appreciate the different insights and perspectives of other group members.

Ethical understanding

Across the Australian Curriculum, students develop capability in their ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding 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.

In Geography, students develop ethical understanding as they investigate current geographical issues and evaluate their findings against the criteria of environmental protection, economic prosperity and social advancement. These criteria raise ethical questions about human rights and citizenship; for example, who bears the costs and who gains the benefits, and about group and personal responsibilities. By exploring such questions, students develop informed values and attitudes and become aware of their own roles and responsibilities as citizens.

When undertaking fieldwork, students learn about ethical procedures for investigating and working with people and places, including working with Aboriginal and Torres Strait Islander Peoples. When thinking about the environment, students consider their responsibilities to protect other forms of life that share the environment.

Intercultural understanding

Across 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.

In Geography, students develop intercultural understanding as they learn about the diversity of the world's places, peoples, cultures and environments. As they investigate the interconnection between people and places and the meaning and significance that places hold, they come to appreciate how various cultural identities, including their own, are shaped.

Through opportunities to study the lives, cultures, values and beliefs of people in different places, students learn to appreciate and interpret different perspectives and to challenge stereotypical or prejudiced representations of social and cultural groups where they exist.

Through their study of people in diverse places, including those countries from which migrants to Australia have come, students come to recognise their similarities with other people, to better understand their differences, and to demonstrate respect for cultural diversity and the human rights of all people in local, national, regional and global settings.

Cross-curriculum priorities

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of individuals and Australia as a whole. In the Australian Curriculum these have become priorities that provide students with the tools and language to engage with and better understand their world at a range of levels. The priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to

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

Cross-curriculum priorities are addressed through 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. They will have a strong but varying presence depending on their relevance to the learning area.

Aboriginal and Torres Strait Islander histories and cultures

Across the Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia.

The Australian Curriculum: Geography values Aboriginal and Torres Strait Islander histories, cultures and perspectives.

The Australian Curriculum: Geography emphasises the relationships people have with place and their interconnection with the environments in which they live. The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for students to develop a deeper understanding of these concepts by investigating the thousands of years of Aboriginal and Torres Strait Islander connection to land, water and sky and the knowledge and practices that developed as a result of these experiences. Students will examine the effects of European colonisation on people and environments. The Aboriginal and Torres Strait Islander histories and cultures priority also contributes to an understanding of spatial inequalities in human welfare, sustainable development and human rights.

The Australian Curriculum: Geography curriculum also enables students to learn that there are different ways of thinking about and interacting with the environment. It integrates Aboriginal and Torres Strait Islander Peoples' use of the land, governed by a holistic, spiritually-based connection to Country and Place, with the continuing influence of Aboriginal and Torres Strait Islander Peoples on Australian places, and in environmental management and regional economies.

In including Aboriginal and Torres Strait Islander knowledge and practices, and engaging with communities and local and regional environments, students develop a wide range of critical and creative thinking skills. Students explore ways of experiencing landscapes by conducting fieldwork with Aboriginal and Torres Strait Islander Peoples and reading, listening to, or performing Aboriginal and Torres Strait Islander Peoples' explanations of the origins of particular landforms.

Asia and Australia's engagement with Asia

Across the Australian curriculum, this priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

In the Australian Curriculum: Geography, students are provided with rich contexts to investigate the interrelationships between diverse places, environments and peoples in the Asia region.

The Australian Curriculum: Geography also enables students to study Asia as an important region of the world. Students can explore groups of countries, individual countries, or specific regions and locations within countries. In doing so, they develop knowledge and skills that help foster intercultural understanding as they come to appreciate the diversity that exists between and within the countries of Asia, and how this diversity influences the way people perceive and interact with places and environments.

Students also learn about the ways in which Australia and Asia are interconnected, both environmentally and socially, and how transnational collaboration supports the notion of shared and sustainable futures within the Asia region.

Sustainability

Across the Australian Curriculum, sustainability will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

In the Australian Curriculum: Geography, this priority is strengthened through the geographical concept of sustainability. Together, the sustainability priority and concept afford rich and engaging learning opportunities and purposeful contexts through which students can develop and apply geographical understanding. It supports an integrated approach to human and environmental geography and furthers the development of inquiry skills through examination of a range of contemporary issues related to sustainability. Geography enables students to develop a holistic understanding of human dependence on the environment. It provides opportunities for students to integrate their study of biophysical processes with investigations of the attitudinal, demographic, social, economic and political influences on human use and management of the environment. It enables students to explore how worldviews influence these relationships and interactions with the environment.

In Geography, students examine the effects of human activities on environments, including how human usage of resources affects ecosystems, and how challenges to sustainability, and strategies to address these, vary from place to place. Students evaluate these strategies to determine their effects on environments, economies and societies and how they contribute to actions that support more sustainable patterns of living.

Implications for teaching, assessment and reporting

The Australian Curriculum: Geography emphasises inquiry-based learning and teaching. Opportunities for student-led questioning and investigation should be provided at all stages of schooling. The curriculum should also provide opportunities for fieldwork at all stages, as this is an essential component of geographical learning. Fieldwork is any activity involving the observation and recording of information outside the classroom. It could be within the school grounds, around neighbouring areas, or in more distant locations. These teaching and learning methods should be supported by forms of assessment that enable students to demonstrate their ability to think geographically and apply geographical skills.

Students' enthusiasm for geographical learning should be stimulated by a wide variety of activities, for example, field trips, interpretation of remotely sensed images, reading literary accounts of places, listening to traditional accounts, statistical analysis, role plays and class debates. Learning activities should also emphasise the ability to understand, explain, appreciate and use knowledge, rather than simply reproduce it. The learning of skills should be made meaningful by using them to answer questions or communicate information. This will help to connect the two strands of the curriculum.

The Australian Curriculum: Geography specifies some study of world regions that all students must undertake. These are designed to ensure that students learn about Australia's neighbouring countries, the countries of the Asia region, Africa, Europe, North America and South America. The curriculum also provides freedom for teachers to include contexts appropriate to the needs and interests of their student cohort and of the communities where they are situated. In early primary school the places studied should include the local area and places at a local scale that students belong to or are aware of through visits, the origins of their families, classmates who have come from other places, the media and books they are reading. In upper primary and secondary school the places studied should be drawn from a variety of countries, including some located in the Asia region. When engaged in studies drawn from other countries, students should gain a balanced knowledge of those countries, avoiding stereotyping and simplification.

Year 1

Places have distinctive features develops the concept of place through studies of what places are like and how their features have changed. Students learn that places can have natural, managed and constructed environmental features, and range from those that have largely natural features to those with largely managed or constructed features. This year continues to develop the idea of active citizenship as students are prompted to further consider how places can be cared for. The concept of environment is introduced, as students study the daily and seasonal weather patterns and natural features of their place and of other places, including how seasonal change is perceived by different cultures. The study of what places are like continues with an investigation of some of the important activities located in them, while an examination of where these activities are located, and why, starts students thinking about the concept of space. The idea that people can organise space is introduced by investigating how space within a familiar place, for example, the school or a classroom, can be arranged differently for different purposes.

The content of this year level is organised into two strands: **Geographical Knowledge and Understanding** and **Geographical Inquiry and Skills**. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 1 are articulated below.

- What are the different features of places?
- How can we care for places?
- How can spaces within a place be rearranged to suit different purposes?

Year 1 Content Descriptions

Geographical Knowledge and Understanding

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)



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

The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006)



- describing the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind, and comparing it with the weather of other places that they know or are aware of
- comparing the Aboriginal or Torres Strait Islander People's seasonal calendar for the local area with one students are familiar with, such as the four-seasons calendar derived from Europe

The ways the activities located in a place create its distinctive features (ACHGK007)



- identifying the activities located in their place, for example, retailing, medical, educational, police, religious, recreational, farming, manufacturing or office activities, locating them on a pictorial map, and suggesting why they are located where they are, locating the activities in their place on a pictorial map

The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)



- describing how they would like to rearrange the space within the classroom for reading time or for a drama activity
- Year 1

Geographical Inquiry and Skills

Observing, questioning and planning

Elaborations

Pose questions about familiar and unfamiliar places (ACHGS007)



- posing questions with the stems 'where', 'what', 'how' and 'why' about the features of places
- posing questions about how and why things are arranged spatially, for example, the arrangement of a classroom or the school's buildings and playgrounds or the arrangement of shops around a main road

Collecting, recording, evaluating and representing

Elaborations

Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS008)



- using geographical tools, for example, photographs taken from the air or a digital application such as Google Earth, to identify and describe a range of places from those with largely natural features to those with largely constructed features
- obtaining weather information for places from official sources, their own observations, or long-time residents, for example, local Elders

Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS009)



- locating and labelling their home on a map, showing their daily route to school and describing the features they pass
- developing a table to show the significant features or uses of different places
- recording what they have learned about the different weather and seasons of places in a picture diary or a series of paintings, and annotating them with changes that occur throughout a year

Interpreting, analysing and concluding

Elaborations

Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010)



- categorising drawings or images of environmental features of the local place into natural, managed and constructed features
- using information from a range of sources, for example, fieldwork observations and representation of features and places in photographs, satellite images and rock art, to answer 'what', 'how' and 'why' questions

Communicating

Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS011)



Elaborations

- describing places using a range of forms, for example, stories, texts, painting, dance, song, maps, photographs or play
- explaining to a friend where their home is and the directions they take to get to school from home

Reflecting and responding

Reflect on their learning and suggest responses to their findings (ACHGS012)



Elaborations

- discussing what they know and have learned with their teacher, other students and members of their family and community, about different places, why they need to be looked after, and how this could be achieved
- proposing possible actions that could be taken by the student to improve an important place such as the school grounds or local park

Year 1 Achievement Standard

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

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

Year 2

People are connected to many places

People are connected to many places further develops students' understanding of place, as they learn that places may be defined differently by diverse groups of people. Students are introduced to the concept of scale as they learn about the hierarchy of scale by which places are defined - from smaller rural villages to larger cities. Students' understanding of the concept of interconnection is developed by investigating their links with places locally and globally and the connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place. The concept of space is developed through an investigation of the influence of distance and accessibility on the frequency of visits to places. Students' mental map of the world and their understanding of place are further developed through learning the major geographical divisions on Earth and where they are located in relation to Australia.

The inquiry process provides opportunities for students to identify various regions of the world and explore connections between themselves and other places.

The content of this year level is organised into two strands: **Geographical Knowledge and Understanding** and **Geographical Inquiry and Skills**. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 2 are articulated below.

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

Year 2 Content Descriptions

Geographical Knowledge and Understanding

The location of the major geographical divisions of the world in relation to Australia (ACHGK009)



- using geographical tools, for example, a globe and world map, or digital application (such as Google Earth), to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres
- describing the location of continents relative to Australia using terms such as north, south, opposite, near, far

The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010)



- examining the names of features and places in the local area, and the meaning of these names and why they were chosen
 - investigating the names and meanings given to local features and places by the local Aboriginal and Torres Strait Islander Peoples
 - describing the hierarchy of places: from the personal scale of their home, the local scale of their suburb or town, the regional scale of their state, to the national scale of their country
-

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)



- explaining that some people have special connections to many Countries through, for example, marriage, birth, residence and chosen or forced movement
- discussing how some people are connected to one Country, for example, because it is 'mother's' Country or 'father's' Country
- describing the connections of the local Aboriginal or Torres Strait Islander Peoples with the land, sea and animals of their place

The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)



- examining the ways people are connected to other places through, for example, relatives, friends, things people buy or obtain, holidays, sport, family origin, beliefs, and places of particular significance
- discussing how their place may be connected to events that have happened in other places, for example, sporting events such as the Olympic Games or natural disasters like the tsunami in Indonesia

The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013)



- investigating the places they and their families visit for shopping recreation, religious or ceremonial activities, or other reasons
- suggesting what their pattern of visits to places might have been two generations ago and comparing this to their current pattern
- investigating how people's connections with places are affected by transport and information and telecommunications technologies

Geographical Inquiry and Skills

Observing, questioning and planning

Elaborations

Pose geographical questions about familiar and unfamiliar places (ACHGS013)



- posing questions using the stems 'what do I feel', 'what would it be like to', 'what effect'
- developing questions about the connections they have to other places

Collecting, recording, evaluating and representing

Elaborations

Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHGS014)



- collecting information and exploring ideas about other places and people's connections to them
- interviewing their grandparents or significant Elders to find out the places they visited when they were young
- gathering information on how frequently people visit places and for what purpose

Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS015)



- locating on an outline map the places they are connected to, or the places they visit for shopping, recreation or other reasons
- developing a table to show the connections which students in the class have to different places
- recording how frequently they visit places and for what purpose, and representing this information on a graph or table
- developing a treasure map incorporating map symbols to show significant features and the route to the treasure

Interpreting, analysing and concluding

Elaborations

Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS016)



- sorting telecommunications technologies by time to draw conclusions about why connections between places have changed
- making generalisations based on identified patterns and relationships, for example, marriage and family patterns related to Country/Place for Aboriginal and Torres Strait Islander Peoples

Communicating

Elaborations

Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS017)



- composing a story through art, dance or song about a place to which they are connected
- writing or talking about their connection to places using appropriate directional and locational terms, including north and south
- reporting the findings to show the influence of distance and accessibility on the use of places now and over at least one generation

Reflecting and responding

Elaborations

Reflect on their learning and suggest responses to their findings (ACHGS018)



- discussing with their teacher, other students and members of their family what they know and have learned about connections with other places, and explaining the significance of these connections

Year 2 Achievement Standard

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

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

Year 3

Places are both similar and different continues to develop students' understanding of place by examining the similarities and differences between places within and outside Australia. The concept of place is developed through examining the major natural and human characteristics of Australia the Countries/Places of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries. Students use the geographic concepts of environment and space to examine the similarities and differences between places in terms of the climate and the types of settlements. Students should be given the opportunity to imagine what it would be like to live in a different place to their own, and then think about their own and others' feelings about places and the extent to which these are similar or different. They explore how feelings about places are the basis of actions to protect places and environments that are of special significance to them or other people. Students' mental maps of the world and their understanding of place are further developed through learning about the representation of Australia and the location of Australia's neighbouring countries, and comparing places both within and outside Australia. These comparisons should continue to be made at the scale of the local place.

The content of this year level is organised into two strands: **Geographical Knowledge and Understanding** and **Geographical Inquiry and Skills**. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 3 are articulated below.

- How and why are places similar and different?
- What would it be like to live in a neighbouring country?
- How do people's feelings about places influence their views about the protection of places?

Year 3 Content Descriptions

Geographical Knowledge and Understanding

The representation of Australia as states and territories, and Australia's major natural and human features (ACHGK014)



- using geographical tools, for example, a globe, wall map or digital application such as Google Earth, to locate and name the states, territories, major cities and regional centres in their own state
- identifying and describing the major natural features of Australia, for example, rivers, deserts, rainforests, the Great Dividing Range and the Great Barrier Reef

The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK015)



- using language maps to show how Australia was (and still is) divided into many Aboriginal Countries and Torres Strait Islander Places
 - discussing how the territory of Aboriginal and Torres Strait Islander Peoples contains the Country and Places of many individuals and Language Groups
 - describing how the boundaries between Aboriginal Countries are quite different to the surveyed boundaries between Australian states and territories to gain an appreciation about the different ways Australia can be represented
-

The location of Australia's neighbouring countries and their diverse characteristics (ACHGK016)



- using a globe to locate New Zealand, the Pacific Island nations, Papua New Guinea, Timor-Leste and Indonesia, labelling them on a map, and identifying the direction of each country from Australia
- describing the similarities and differences between their local place and places in neighbouring countries in their natural and human characteristics

The main climate types of the world and the similarities and differences between the climates of different places (ACHGK017)



- discussing how weather contributes to a climate type
- identifying the hot, temperate and polar zones of the world and the difference between climate and weather
- identifying and locating examples of the main climatic types in Australia and the world, for example, equatorial, tropical arid, semi-arid, temperate, and Mediterranean.
- investigating and comparing what it would be like to live in a place with a different climate to their own place

The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)



- reading and viewing poems, songs, paintings and stories about people's feelings about and attachment to places to explore the factors that influence people's attachment to place
- discussing why it is important to protect places that have special significance for people, for example, a wetland, a sacred site, a national park or a World Heritage site

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019)



- exploring different types of settlement, and classifying them into hierarchical categories, for example, isolated dwellings, outstations, villages, towns, regional centres and large cities
- investigating the diversity of people who live in their place, using census data on age, birthplace, ancestry, language, religious affiliation, family composition or household composition, comparing them with the people in another place in Australia, and discussing their results
- discussing the similarities and differences in the types of work people do in their own place with a different type of place in Australia and a place in another country
- examining the similarities and differences between their daily lives and those of young people in a place outside Australia and discussing what it would be like to live in these places

Geographical Inquiry and Skills

Observing, questioning and planning

Elaborations

Develop geographical questions to investigate (ACHGS019)



- developing 'why there?' questions about location; 'what might happen?' questions about future consequences; and 'what ought to happen?' or other questions about ethical behaviour
- collaborating in groups to develop geographical questions about the similarities and differences between places

Collecting, recording, evaluating and representing

Elaborations

Collect and record relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020)



- using maps, aerial photographs, satellite images or a digital application, for example, Google Earth, to identify, locate and describe different types of settlements
- interviewing people about their feelings and attachment to places
- acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries

Represent data by constructing tables and graphs (ACHGS021)



- identifying different types of settlements and patterns of settlements, using geographical tools, for example, photographs and/or satellite images, Google Earth and/or Street view
- creating tables or picture and column graphs to show patterns in data collected from observations or other sources about the similarities and differences between places

Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)



- making a plan of the classroom or home, using pictorial symbols
- annotating a map to show the natural and human features of Australia, using the appropriate cartographic conventions including map symbols, scale and north point
- constructing maps to show the features of places, using basic cartographic conventions including map symbols, scale and north point

Interpreting, analysing and concluding

Elaborations

Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023)



- developing appropriate conclusions from the patterns in the data, for example, from observations about the similarities and differences between places
- constructing tables or graphs to show the similarities and differences between places, and discuss possible reasons for them
- debating the reasons for the similarities and differences between places they have studied

Communicating

Elaborations

Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular, and visual, and use geographical terminology (ACHGS024)



- selecting and applying appropriate media to communicate their findings, including the use of graphs, tables, photographs and pictures, as appropriate
- using geographical terminology when communicating with an audience, for example, about climate and settlement
- describing the location and direction from a local place in Australia to a local place in at least two neighbouring countries, for example, New Zealand and Indonesia, using a globe or wall map

Reflecting and responding

Elaborations

Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025)



- discussing what they know and have learned about the similarities and differences between places
- designing actions that people could take to protect and improve places that people perceive as important
- proposing possible actions that could promote awareness about the similarities and differences between particular places

Year 3 Achievement Standard

By the end of Year 3, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected countries and the distribution of features of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places.

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

Year 4

The Earth's environment sustains all life focuses on developing students' understanding of sustainability which is about the ongoing capacity of the environment to sustain human life and wellbeing. Students recognise that people have different views on how sustainability can be achieved. They learn that sustainability means more than the careful use of resources and the safe management of waste, and they develop their understanding of the concept by exploring some of the other functions of the environment that support their lives and the lives of other living things. They investigate the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place and their past and present views on the sustainable use of resources. Students' mental maps of the world and their understanding of place are further developed through learning the location of the major countries in South America and Africa and investigating their types of natural vegetation and native animals on those continents.

The inquiry process provides opportunities to consider the sustainable use of environments and resources and to apply this information to develop a plan for appropriate action that people could take to improve environmental quality.

The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 4 are articulated below.

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

Year 4 Content Descriptions

Geographical Knowledge and Understanding

The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents (ACHGK020)



- using geographical tools, for example, a globe, a wall map or digital application such as Google Earth, to identify the major countries of Africa and South America and their relative locations
 - using a globe to investigate the Great Circle routes of aeroplane travel between Australia and the major countries of Africa and South America
 - researching the main types of natural vegetation and native animals in a climate zone in Australia and comparing them with those found in a similar climate in Africa or South America
-

The types of natural vegetation and the significance of vegetation to the environment and to people (ACHGK021)



- identifying the main types of natural vegetation, including forest, savannah, grassland, woodland and desert, and explaining the relationship between climate and natural vegetation
- exploring how vegetation produces the oxygen all land animals (including people) breathe; protects land from erosion by water or wind; retains rainfall; provides habitat for animals; shelters crops and livestock; provides shade for people; cools urban places; produces medicines, wood and fibre; and can make places appear more attractive

The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)



- explaining how people's connections with their environment can also be aesthetic, emotional and spiritual
- recognising that there are different perspectives on what constitutes environmental sustainability and considering the role of people in protecting the environments that provide habitats for animals and discussing ways of doing this
- exploring strategies to protect particular environments that provide the habitats for animals, for example, planting bird-attracting vegetation

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources (ACHGK023)



- recognising that the distribution of Aboriginal and Torres Strait Islander Peoples before colonisation was concentrated in the coastal and riverine areas of Australia
- investigating how Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to the resources of their Country/Place, for example, the alpine country of the Ngarigo People; the rainforests, beaches and dunes of the KuKu Yalanji People; the desert country of the Arrernte People; the savannah country of the Jawoyn People; the riverine plains of the Wiradjuri People; and the local Country/Place
- investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments (rotational use and harvesting of resources, mutton bird harvesting in Tasmania, and the collection of bush food from semi-arid rangelands)

The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024)



- identifying some of the resources produced by the environment and where they come from, for example, water, food, and raw materials, fibres, timber and metals that make the things they use

The sustainable management of waste from production and consumption (ACHGK025)



- describing how natural processes can break down and recycle some wastes safely, for example, through composting or purifying water as it moves through the environment
- exploring different ways of managing wastes sustainably, and how these may include the principles of reduce, reuse, recycle and replace

Geographical Inquiry and Skills

Observing, questioning and planning

Elaborations

Develop geographical questions to investigate (ACHGS026)



- developing 'what could be done?' questions about alternatives and 'how do we know?' questions about knowledge
- using contemporary issues reported in the media to initiate questions about the sustainable use of resources
- brainstorming ways that data might be collected for an inquiry and choosing, with teacher guidance, the most effective method for a given investigation

Collecting, recording, evaluating and representing

Elaborations

Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys and measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS027)



- using Google Earth or similar applications to collect geographical information, for example, the extent of vegetation in an area, or to explore settlement along a major river valley in Africa or South America, from its source to the sea
- selecting and applying efficient methods of searching the internet for geographically relevant information about vegetation and animals
- acquiring geographical information about environments and resources from schools in contrasting parts of Australia and/or countries in the southern hemisphere

Represent data by constructing tables and graphs (ACHGS028)



- constructing tables and graphs to identify the different types of vegetation occurring in Australia and selected countries of Africa and South America, for example, forest and grassland, using digital applications as appropriate

Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS029)



- annotating a map using the appropriate cartographic conventions including map symbols, scale and north point to show places and their features, in Australia, and in selected countries of Africa and South America

Interpreting, analysing and concluding

Elaborations

Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS030)



- using and interpreting relief maps in addition to other geographical data to discuss differences in students' conclusions about ways to protect environments, and reaching agreement about the best course of action to protect a particular environment in Australia, Africa or South America
- interpreting the data presented in picture, line, bar or column graphs, for example, information collected from a survey about waste produced in the school or their home

Communicating

Elaborations

Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology (ACHGS031)



- developing a persuasive audio-visual text to promote action on an environmental issue
- using geographical terms to explain the relationship between the environment and sustaining life
- describing the relative location of different features in a place by distance and compass direction, for example, from their home to the local waste management site

Reflecting and responding

Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS032)



Elaborations

- discussing what they know and have learned about different views related to the sustainability of environments
- explaining why it could be necessary to improve sustainability and propose a range of different actions that could be taken, for example, with reference to their home, community or school
- proposing possible actions that could be taken to promote awareness about how people can reduce their impact on the environment

Year 4 Achievement Standard

By the end of Year 4, students describe and compare the characteristics of places in different locations at the national scale. They identify and describe the interconnections between people and the environment. They describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places. Students recognise the importance of the environment and identify different views on how to respond to a geographical challenge.

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

Year 5

Factors that shape the human and environmental characteristics of places

Factors that shape the human and environmental characteristics of places continues to develop students' understanding of place by focusing on the factors that shape the characteristics of places. In exploring the interconnections between people and environments, students examine how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. They learn that some climates produce hazards such as bushfires and floods that threaten the safety of places and gain an understanding of the application of the principles of prevention, mitigation and preparedness as ways of reducing the effects of these hazards. Students' mental map of the world and their understanding of place is further developed through learning about the location of the major countries of Europe and North America and examining the effects of people on the environmental characteristics of places in these countries.

The inquiry process provides opportunities to collect information from a variety of sources, for example, weather maps, satellite images and media reports on bushfires, and to use this information to propose action on a local environmental or planning issue that is significant to the community.

The content of this year level is organised into two strands: **Geographical Knowledge and Understanding** and **Geographical Inquiry and Skills**. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 5 are articulated below.

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

Year 5 Content Descriptions

Geographical Knowledge and Understanding

The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents (ACHGK026)



- using geographical tools, for example, a globe, wall map or digital application such as Google Earth, to identify the relative location of the major countries of Europe and North America and their environmental characteristics
 - researching the changes made by people to a particular environment in a country in Europe or North America
-

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)



- identifying how Aboriginal and Torres Strait Islander communities altered the environment through their methods of land and resource management
- exploring the extent of change in the local environment over time, for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining

The influence of the environment on the human characteristics of a place (ACHGK028)



- comparing how people have responded to climatic conditions in similar and different places and explaining why most Australians live close to the coast compared to inland Australia
- investigating the influence of landforms, for example, river valleys such as the Murray-Darling, Yellow (Huang He), Yangtze, Amazon, Mekong or Ganges, on the development of settlements that are involved in food and fibre production
- examining the effects of landforms, for example, valleys, hills, natural harbours and rivers, on the location and characteristics of their place and other places they know

The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029)



- examining how the use of the space within their local place is organised through zoning
- investigating a current local planning issue, for example, redevelopment of a site, preservation of open space or subdivision of farming land, exploring why people have different views on the issue, and developing a class response to it

The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030)



- mapping and explaining the location, frequency and severity of bushfires or flooding in Australia
- explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities
- researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding

Geographical Inquiry and Skills

Observing, questioning and planning

Elaborations

Develop geographical questions to investigate and plan an inquiry (ACHGS033)



- developing a significant question about how human and environmental processes shape places
- identifying the stages in a geographical inquiry and learning how to keep a class journal of each stage in planning an investigation of a local environmental or planning issue
- using a range of methods, including digital technologies, to plan and conduct an information search about the impacts of and responses to bushfires

Collecting, recording, evaluating and representing

Elaborations

Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034)



- finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal/Torres Strait Islander communities
- identifying the purpose and usefulness of information gained from primary and secondary sources
- interviewing people, for example, Torres Strait Islander People about rising sea levels, or conflicting parties in a planning or environmental dispute, and summarising the points of view on the issue

Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035)



- interpreting and creating maps such as flow and choropleth maps, or plans for specific purposes, for example, a bushfire management plan mapping geographical data using spatial technologies, the location of recent bushfires in Australia, or information they have collected through fieldwork

Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS036)



- annotating a map to show places and their features in Australia and in selected countries of North America and Europe

Interpreting, analysing and concluding

Elaborations

Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037)



- constructing climate graphs and using them to interpret and compare the climate of different places
- interpreting data presented in line, bar, column and pie graphs, for example, data about bushfires or floods or a local issue

Communicating

Elaborations

Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate (ACHGS038)



- presenting a report, supported by evidence, on an investigation into a local environmental or planning issue using geographical terms, for example, relative location, scale, climate, cultural diversity

Reflecting and responding

Elaborations

Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039)



- assessing possible options as actions that people could take to enhance sustainability and fairness and reduce the effects of environmental change on the local community

Year 5 Achievement Standard

By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action.

Year 6

A diverse and connected world takes a global view of geography and focuses particularly on the concepts of place and interconnections. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of countries across the world and within the Asia region. They reflect on cultural differences and similarities, and on the meaning and significance of intercultural understanding. The focus of study becomes global, as students examine Australia's connections with other countries and events in places throughout the world, and think about their own and other people's knowledge of other countries and places. Students' mental maps of the world and their understanding of place are further developed through learning the locations of the major countries in the Asia region, and investigating the geographical diversity and variety of connections between people and places.

The inquiry process provides opportunities to gather and represent data, which should be used to inform decisions when planning and implementing action on significant global issues.

The content of this year level is organised into two strands: **Geographical Knowledge and Understanding** and **Geographical Inquiry and Skills**. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 6 are articulated below.

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

Year 6 Content Descriptions

Geographical Knowledge and Understanding

The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031)



- using geographical tools, for example, a globe wall map or digital application such as Google Earth to identify the geographical division of Asia into North-East, South-East, South Asia and West Asia (the Middle East)
 - exploring the diversity of environments, in the Asia region, or in part of the region, or in a country in either North-East, South-East or South Asia
 - investigating the differences in the population size, density, life expectancy and per capita income between countries across the world
 - describing the location of places in countries of the Asia region in absolute terms using latitude and longitude
-

Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032)



- researching the population size and density of a selection of countries around the world
- investigating the relationship between per capita income, health (as measured by life expectancy) and energy consumption in a selection of countries around the world, including at least one country from the Asia region

The world's cultural diversity, including that of its indigenous peoples (ACHGK033)



- identifying examples of indigenous peoples who live in different regions in the world and appreciating their differences, for example, the Maori of Aotearoa New Zealand, the First Nations of North America and the Orang Asli of Malaysia and Indonesia
- investigating the similarities and differences in official languages and religions between Australia and selected countries of the Asia region and other parts of the world
- researching the proportions of the Australian population and of the population from their local area who were born in each world cultural region, using data from the Australian Bureau of Statistics

Significant events that connect people and places throughout the world (ACHGK034)



- investigating a significant event, for example, a severe earthquake or the Olympic Games, and examining its local, regional and global effects on people and places
- discussing the types of responses made by Australia to significant natural events throughout the world and the reasons for these responses

The various connections Australia has with other countries and how these connections change people and places (ACHGK035)



- researching connections between Australia and countries in the Asia region, for example, in terms of trade, migration, tourism, aid, education, defence or cultural influences; and explaining the effects of at least one of these connections on their own place and another place in Australia
- exploring the provision of Australian government or non-government aid to a country in the Asia region or elsewhere in the world and analysing its effects on places in that country

The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)



- identifying factors that influence people's awareness and opinions of places, for example, the media, significant known events, proximity to places and personal relationships with places
- explaining various generalisations and stereotypes about people and places and researching their accuracy

Geographical Inquiry and Skills






Observing, questioning and planning

Develop geographical questions to investigate and plan an inquiry (ACHGS040)



Elaborations

- developing questions about the way connections affect places and people's perceptions of places
- planning an investigation to identify how significant events can connect places, for example, the Olympics or a tsunami
- using a range of methods including digital technologies to plan and conduct an information search about the geographical diversity of the countries of the Asia region

Collecting, recording, evaluating and representing	Elaborations
<p>Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS041)</p> 	<ul style="list-style-type: none"> • finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal/Torres Strait Islander communities • exchanging geographical information from schools in countries of the Asia region • interviewing people, for example, on their knowledge and opinions of other places
<p>Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS042)</p> 	<ul style="list-style-type: none"> • developing a table to show the similarities and differences in official languages and religions across a number of countries
<p>Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS043)</p> 	<ul style="list-style-type: none"> • developing a flow map to show the connections Australia has with other countries • explaining how representing the round world on flat paper produces distortions in maps • developing a political map to show the location of Australia and a country of the Asia region • comparing different map projections with the portrayal of countries on a globe • creating small-scale maps to show connections between places
Interpreting, analysing and concluding	Elaborations
<p>Interpret geographical data and other information using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS044)</p> 	<ul style="list-style-type: none"> • identifying and explaining spatial distributions and patterns, for example, a map of the per capita income of countries, including at least one country from the Asia region • exploring cause-and-effect relationships, for example, between low income and poor health, using graphic organisers, concept maps and maps • comparing maps of spatial distributions to identify relationships
Communicating	Elaborations
<p>Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate (ACHGS045)</p> 	<ul style="list-style-type: none"> • presenting a report, supported by evidence, on a significant event or national and global connections, and its impact on people and places • writing a media report on the geographical significance of a current event using geographical terms, for example, relative location, scale, cultural diversity, inequality, interconnections
Reflecting and responding	Elaborations

Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS046)



- reflecting on what they have learned, and suggesting additional questions that could be investigated
- suggesting a course of action on a global issues that is significant to them.

Year 6 Achievement Standard

By the end of Year 6, students explain the characteristics of diverse places in different locations at different scales from local to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.

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

Year 7

There are two units of study in the Year 7 curriculum for Geography: ***Water in the world*** and ***Place and liveability***.

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. ***Water in the world*** develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

The content of this year level is organised into two strands: ***Geographical Knowledge and Understanding*** and ***Geographical Inquiry and Skills***. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions


A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 7 are articulated below.

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

Year 7 Content Descriptions

Geographical Knowledge and Understanding

Unit 1: Water in the world	Elaborations
The classification of environmental resources and the forms that water takes as a resource (ACHGK037) 	<ul style="list-style-type: none">• classifying resources into renewable, non-renewable and continuous resources, and investigating examples of each type• describing how water is an available resource when it is groundwater, soil moisture (green water), and surface water in dams, rivers and lakes (blue water), and a potential resource when it exists as salt water, ice or water vapour

The ways that flows of water connect places as it moves through the environment and the way this affects places (ACHGK038)



- explaining how the movement of water through the environment connects places
- investigating the environmental, economic and social effects of water as it connects places

The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039)



- investigating the main causes of rainfall and applying their knowledge to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall
- interpreting the spatial distribution of rainfall in Australia and comparing it with the distribution of that of other countries
- comparing the quantity and variability of rainfall, runoff and evaporation in Australia with that in other continents

The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)



- investigating the causes of water scarcity, for example, an absolute shortage of water (physical), inadequate development of water resources (economic), or the ways water is used sustainably
- discussing the advantages and disadvantages of strategies to overcome water scarcity, for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter-regional transfer of water, transfer and trade in virtual water, and reducing water consumption
- examining why water is a difficult resource to manage, for example, because of its shared and competing uses and variability of supply over time and space

The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)



- examining and comparing places in Australia and countries of the Asia region that have economies and communities based on irrigation, for example, rice production in Leeton in NSW and the Mekong Delta in Vietnam or Java in Indonesia
- exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples
- examining bays, rivers, waterfalls or lakes in Australia and in countries of the Asia region that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value
- investigating the spiritual significance of water in an Asian culture

The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)



- explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods
- explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard

Unit 2: Place and liveability

Elaborations

The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)



- investigating their and others' interpretations of the concept of liveability and choices about where to live, for example, connections to cultural groups, adolescent 'bright lights' attraction, retiree tree-change and families with children locating near schools, and other facilities
- discussing the concept of liveability and the ways it is measured and comparing objective measures such as transportation infrastructure, with subjective measures such as people's perceptions
- comparing student access to and use of places and spaces in their local area and evaluating how this affects perceptions of liveability
- discussing that many Aboriginal and Torres Strait Islander Peoples choose to live on their Country/Place or might prefer to if they had the choice

The influence of accessibility to services and facilities on the liveability of places (ACHGK044)



- comparing accessibility to and availability of a range of services and facilities between different types of settlements (urban, rural and remote) in Australia and other countries, for example, access to clean water, sanitation, education and health services
- examining the role transport plays in people's ability to access services and participate in activities in the local area
- comparing transportation and accessibility in Australian cities with cities in countries of the Asia region or Europe

The influence of environmental quality on the liveability of places (ACHGK045)



- researching the effects of air pollution on the liveability of cities
- explaining the importance of water quality to the liveability of places
- investigating the concept of environmental quality and surveying the environmental quality of their local area and its effect on liveability

The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (ACHGK046)



- discussing the different types of places where people can feel included or excluded, safe or threatened, and evaluating how this affects perceptions about liveability of places
- investigating the extent to which people in their place are socially connected or socially isolated and its effect on liveability

The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)



- researching methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality
- developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people
- discussing the impact of housing density on the liveability of places, examining whether liveability and environmental sustainability can be enhanced at the same time

Geographical Inquiry and Skills

Observing, questioning and planning

Elaborations

Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047)



- developing questions about an area of focus in the Geographical Knowledge and Understanding strand, for example, the causes of water scarcity or factors affecting the liveability of a place
- developing questions to investigate patterns of spatial distribution of rainfall in Australia
- using a range of methods, including digital technologies, to plan and conduct an information search about the quantity and variability of water in Australia and two other countries, each from a different continent

Collecting, recording, evaluating and representing

Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048)



Elaborations

- gathering relevant data from a range of primary sources, for example, from observation and annotated field sketches, surveys and interviews, or photographs about the impacts of and responses to a hydrological hazard, or the factors influencing decisions people make about where to live
- collecting geographical information from secondary sources, for example, thematic maps, weather maps, climate graphs, compound column graphs and population pyramids, reports, census data and the media
- applying ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities

Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049)



- constructing tables, graphs, maps and diagrams to represent the data collected about water scarcity and liveability of places
- creating an annotated diagram to demonstrate how water flows through the environment and connects places, or, the influence of environmental quality on the liveability of places

Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050)



- creating a map to show the spatial distribution and patterns of liveability, using computer mapping software
- constructing a weather map to show the location of an area affected by a hydrological hazard
- developing a map to show the spatial distribution of measures of the liveability of their own place, or a selected hydrological hazard in Australia and another region of the world

Interpreting, analysing and concluding

Elaborations

Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051)



- using aerial images of contrasting places to identify differences in housing density
- using graphs, weather maps and satellite images to examine the temporal and spatial patterns of a selected hydrological hazard in Australia and another region of the world, for example, countries of the Asia region, or from the Pacific region
- interpreting various types of maps, for example, weather, isopleth, topographic, political, thematic, diagrammatic
- using digital maps and overlays of an area to observe, describe and contrast the spatial associations of geographical phenomena, for example, the relationship between economic activities and river systems and the availability of surface water

Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052)



- reviewing the results of an analysis to propose an answer to an inquiry question, using as an organiser at least one of the concepts of place, space, environment, interconnection, sustainability, scale or change

Communicating

Elaborations

Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053)



- presenting a report, supported by graphic representations, to communicate a reasoned argument, for example, to propose actions to ensure future water security

Reflecting and responding

Elaborations

Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)



- reflecting on personal values and attitudes and how these influence responses to an issue, for example, the effect of perceptions of crime on liveability
- proposing actions to respond to geographical issues related to environmental and economic sustainability, for example, ensuring a sustainable supply of water

Year 7 Achievement Standard

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

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

Year 8

There are two units of study in the Year 8 curriculum for Geography: **Landforms and landscapes** and **Changing nations**.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. **Landforms and landscapes** develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

The content of this year level is organised into two strands: **Geographical Knowledge and Understanding** and **Geographical Inquiry and Skills**. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 8 are articulated below.

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Year 8 Content Descriptions

Geographical Knowledge and Understanding

Unit 1: Landforms and landscapes

Elaborations

The different types of landscapes and their distinctive landform features (ACHGK048)



- identifying different types of landscapes, for example, coastal, riverine, arid, mountain and karst, and describing examples from each in Australia
 - identifying some iconic landscapes in Australia and the world, and describing what makes them iconic
 - describing some of the different types of landforms within a landscape
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The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)



- discussing the significance of landscapes in literature, film, art and identity
- analysing the role of geomorphic landforms and landscapes in tourism, for example, the Grand Canyon in the USA or Uluru in Australia
- exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and landforms by Aboriginal and Torres Strait Islander Peoples
- investigating Aboriginal Dreaming stories and Legends of the Torres Strait concerning the formation, meaning and interconnection of landforms

The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)



- describing the influence of folding, faulting or volcanism on a chosen landform
- describing the influence of rock type on the formation of the chosen landform
- researching the effects of rock type, weathering, erosion by water and wind, and transportation and deposition on the chosen landform

The human causes and effects of landscape degradation (ACHGK051)



- analysing the effects of erosion and sedimentation produced by walkers, off-road vehicles and mountain bikes on landscape quality
- examining the effects of mining and quarrying, and urban development, on landscape quality
- describing the effects of dams, channel straightening and drainage, on riverine and wetland landscape quality
- investigating the effects of the built elements of environments, for example, urban development, marinas and sea walls, on coastal landscape quality

The ways of protecting significant landscapes (ACHGK052)




- identifying different views about the value of particular environments, for example, recreational, psychological, aesthetic and spiritual, and about the nature and extent of their protection, and discussing how this links to ideas about environmental sustainability
- investigating a significant landscape that is threatened by human activities and developing a proposal for the future of the landscape that takes account of the views of the diverse groups with an interest in its use or protection
- identifying the contribution of Aboriginal and Torres Strait Islander knowledge to the use and management of landforms and landscapes

The causes, impacts and responses to a geomorphological hazard (ACHGK053)



- investigating the natural causes and spatial distribution of a geomorphological hazard, for example, volcanic eruptions, earthquakes, tsunamis, landslides and avalanches, or of bushfires as an example of a biotic hazard that affects a landscape
 - discussing the extent to which human alteration of environments has contributed to the occurrence of the geomorphological hazard
 - describing how the effects caused by geomorphological hazards are influenced by social, cultural and economic factors, for example, where people choose to live, poverty, and lack of infrastructure and resources to prepare and respond
 - researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphological hazards or bushfires
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Unit 2: Changing nations	Elaborations
<p>The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)</p> 	<ul style="list-style-type: none"> • discussing urbanisation as a shift in where and how people live • exploring the relationship between urbanisation and the tendency for economic activities to cluster unless tied to the location of resources or customers • examining how urbanisation can affect carbon emissions and water consumption
<p>The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055)</p> 	<ul style="list-style-type: none"> • researching the causes of urban concentration in Australia and the United States of America, for example, the history of European settlement, migration, the export orientation of the economy, the centralisation of state governments, environmental constraints and the shape of transportation networks • investigating the relationship between population density and proximity to urban centres
<p>The reasons for and effects of internal migration in Australia (ACHGK056)</p> 	<ul style="list-style-type: none"> • identifying and explaining the main types, patterns and trends of internal migration in Australia, for example, employment, lifestyle and retirement migration • examining the effects of resource development on employment growth in both the resource regions and the cities, and on internal migration in Australia • investigating the effects of the 'fly-in fly-out' phenomenon on resource-development places • explaining that Aboriginal and Torres Strait Islander Peoples' population mobility reflects attachment to a number of places through family, Country/Place, dispossession, relocation and employment
<p>The reasons for and effects of internal migration in China (ACHGK057)</p> 	<ul style="list-style-type: none"> • identifying and explaining the patterns of temporary and permanent internal migration in China and the effects on the places of origin and destination • examining the role of labour migration in the urban development of China, for example, the growth of Shenzhen, Guangdong Province • exploring the issues relating to China's 'floating population' • examining the environmental problems of China's megacities, for example, air pollution in Beijing
<p>The reasons for and effects of international migration in Australia (ACHGK058)</p> 	<ul style="list-style-type: none"> • identifying and explaining the main types and patterns of international migration, for example, permanent migration, temporary labour migration, student migration, forced migration (including refugees) and family reunion • investigating where and why international migrants settle in Australia and how this may reinforce urban concentration • exploring the changing cultural diversity of the Australian population

The management and planning of Australia's urban future (ACHGK059)



- examining the forecasts for the size of Australia's major cities and regional urban centres, and discussing the implications for their environmental sustainability and liveability
- investigating ways of managing the projected growth of Australia's cities and regional urban centres
- exploring the arguments for and against a more balanced distribution of the urban population
- examining how Canberra can be used as an example of urban decentralisation

Geographical Inquiry and Skills

Observing, questioning and planning

Elaborations

Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055)



- developing questions on an area of focus in the Geographical Knowledge and Understanding strand, for example, about types of landforms or reasons for urban settlements
- developing questions about the significance of a spatial distribution, for example, the positive and negative effects of the spatial concentration of population in Australia
- planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales, for example, the causes and consequences of urbanisation
- using a range of methods including digital technologies to plan and conduct an information search about reasons for and effects of internal migration in Australia

Collecting, recording, evaluating and representing

Elaborations

Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056)




- gathering relevant data from a range of primary sources, for example, from observation and annotated field sketches, surveys and interviews, or photographs, about the ways to protect significant landscapes
- collecting geographical information from secondary sources, for example, topographic maps, thematic maps, compound column graphs and population pyramids, reports, census data, digital images and the media
- conducting ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities


Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS057)




- constructing tables and graphs of demographic or economic data for Australia or China
- creating annotated diagrams to show a landscape and its landforms


<p>Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS058)</p> 	<ul style="list-style-type: none"> • developing a statistical map to show demographic or economic data for Australia or China, or show the cultural and demographic diversity of Aboriginal and Torres Strait Islander Peoples using mapping software • creating a map showing geomorphological features by using data from Geoscience Australia, or demographic statistics from census data, using a spatial technologies application • using the Global Positioning System (GPS) to make a map of the features of a landform
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Interpreting, analysing and concluding	Elaborations
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<p>Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS059)</p> 	<ul style="list-style-type: none"> • analysing spatial distributions to identify possible cause-and-effect relationships • using digital mapping tools to map the cultural and demographic diversity of Aboriginal and Torres Strait Islander Peoples • interpreting topographic maps and digital terrain models, cross-sections or block diagrams to investigate landforms and their features • analysing trends in internal migration in Australia and China
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<p>Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS060)</p> 	<ul style="list-style-type: none"> • reviewing the results of an analysis to propose and defend answers to an inquiry question, using as an organiser at least one of the concepts of place, space, environment, interconnection, sustainability, scale or change
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Communicating	Elaborations
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<p>Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS061)</p> 	<ul style="list-style-type: none"> • presenting an oral report, supported by an audio-visual display, to communicate a reasoned argument, for example, to advocate for actions to ensure that landscapes and seascapes can be managed sustainably for use by future generations
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Reflecting and responding	Elaborations
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<p>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062)</p> 	<ul style="list-style-type: none"> • reflecting on the inquiry process and suggesting questions that would be suitable for further investigation • reflecting on personal values and attitudes and how these influence responses to an issue, for example, the protection of landscapes • proposing actions to respond to geographical issues related to environmental and economic sustainability, for example, urbanisation
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Year 8 Achievement Standard

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.

Year 9

There are two units of study in the Year 9 curriculum for Geography: **Biomes and food security** and **Geographies of interconnections**.

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The content of this year level is organised into two strands: **Geographical Knowledge and Understanding** and **Geographical Inquiry and Skills**. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions


A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 9 are articulated below.

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Year 9 Content Descriptions

Geographical Knowledge and Understanding

Unit 1: Biomes and food security	Elaborations
The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060) 	<ul style="list-style-type: none">• identifying and describing the major aquatic and terrestrial biomes of Australia and the world, and their spatial distribution• examining the influence of climate on biomass production (as measured by net primary productivity) in different biomes

The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061)



- identifying the biomes in Australia and overseas that produce some of the foods and plant material people consume
- investigating ways that the production of food and fibre has altered some biomes, for example, through vegetation clearance, drainage, terracing and irrigation
- identifying the differences between natural and agricultural ecosystems in flows of nutrients and water, and in biodiversity

The environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)



- describing how environmental factors, for example, climate, soil, landform and water, can support higher crop yields and investigating the environmental constraints on agricultural production in Australia, for example, soil moisture, water resources and soils
- investigating how high crop yields (for example from wheat, rice and maize) around the world are related to factors such as irrigation, accessibility, labour supply, landforms and agricultural technologies (for example, high yielding varieties)

The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)



- exploring environmental challenges to food production from land degradation (soil erosion, salinity, desertification), industrial pollution, water scarcity and climate change
- identifying the impacts on food production from competing land uses, for example, urban and industrial uses, mining, production of food crops for biofuels, production of food crops for livestock, and recreation (such as, golf courses)

The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064)



- examining the effects of anticipated future population growth on global food production and security, and its implications for agriculture and agricultural innovation
- researching the potential of agricultural production in northern Australia and identifying how poverty, food wastage, government policies or trade barriers could affect future food security

Unit 2: Geographies of interconnections

Elaborations

The perceptions people have of place, and how this influences their connections to different places (ACHGK065)



- comparing students' perceptions and use of places and spaces in their local area, particularly at different times of day, between males and females, different age groups, people with and without a disability, and people from diverse cultures including Indigenous and non-Indigenous peoples, and reflecting on the differences

The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)



- describing the differences in people's access to the internet between and within countries and exploring how information and communication technologies are being used to connect people to information, services and people in other places, for example, in rural areas across Australia and the world, including selected countries of the Asia region
- examining how information and communication technologies have made it possible for places in India and the Philippines, for example, to provide a range of global business services

The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)



- investigating how and why places are interconnected regionally, nationally and globally through trade in goods and services
- investigating some of the products and/or services that businesses in their town, city or rural region sell to other places
- examining tourism, students and retirees as sources of income for some places

The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)



- exploring the environmental impacts of the consumer product on the places that produce the raw materials, make the product, and receive the wastes at the end of its life
- identifying the effects of international trade in consumer products on Australian places
- evaluating the effects of international demand for food products on biodiversity throughout the world, in the places of their production

The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)



- investigating the global growth of tourism and its likely effects on the future of places
- discussing the effects of people's cultural and leisure choices on towns and cities, for example, predicting how changing choices may affect these and other places in the future

Geographical Inquiry and Skills

Observing, questioning and planning

Elaborations

Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063)



- developing questions of geographical significance about an area of focus in the Geographical Knowledge and Understanding strand, for example, questions about the importance of food security or types of interconnections
- planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales, for example, the connections between people and places
- using a range of methods including digital technologies to plan and conduct an information search about human alteration to biomes in Australia and another country

Collecting, recording, evaluating and representing

Elaborations

Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064)



- gathering relevant data from a range of primary sources, for example, from observation and annotated field sketches, conducting surveys and interviews and experiments, or taking photographs, about challenges to food production or the effects of people's travel, recreational, cultural or leisure choices on places
- collecting geographical information from secondary sources, for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media
- collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities

Evaluate sources for their reliability, bias and usefulness, and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065)



- creating a diagram to illustrate the flows of nutrients and energy within a biome, and the alterations to these flows produced by agriculture
- developing a table to show the types of challenges to food production in Australia compared to other areas of the world, or the ways that places and people are interconnected through trade

Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066)



- creating a map to show the relationship between biomes and world food production, using a spatial technologies application

Interpreting, analysing and concluding

Elaborations

Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067)



- constructing a graph to show the relationship between growth in world population and world food production
- comparing maps showing transport networks with survey responses on personal mobility
- analysing maps of world internet traffic and proposing explanations about the pattern and distribution of connections

Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068)



- testing conclusions by considering alternative points of view about an area of inquiry and providing a response using as organisers at least two of the concepts of place, space, environment, interconnection, sustainability, scale and change

Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069)



- identifying the components of a geographical information system and investigating how they are used to portray and analyse demographic, economic and environmental data

Communicating

Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070)



Elaborations

- presenting an oral response, supported by visual aids including maps, to communicate a reasoned argument about a contemporary geographical issue, and responding to questions

Reflecting and responding

Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)



Elaborations

- explaining how the application of geographical concepts and methods has contributed to deep understanding of the causes of and solutions to issues related to biomes, food production and security, interconnections or spatial change
- examining a contemporary geographical issue about biomes, food production and security, interconnections or spatial change and debating alternative responses that consider environmental, economic and social factors

Year 9 Achievement Standard

By the end of Year 9, students explain how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.

Students use initial research to identify geographically significant questions to frame an inquiry. They collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. They represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions. They analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.

Year 10

There are two units of study in the Year 10 curriculum for Geography: ***Environmental change and management*** and ***Geographies of human wellbeing***.

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

The content of this year level is organised into two strands: ***Geographical Knowledge and Understanding*** and ***Geographical Inquiry and Skills***. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 10 are articulated below.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

Year 10 Content Descriptions

Geographical Knowledge and Understanding

Unit 1: Environmental change and management

Elaborations

The human-induced environmental changes that challenge sustainability (ACHGK070)



- discussing the concept of sustainability, and the significance of the source, sink, service and spiritual functions of the environment
- identifying human-induced environmental changes, for example, water and atmospheric pollution; loss of biodiversity; degradation of land, inland and coastal aquatic environments; and discussing the challenges they pose for sustainability
- evaluating the concept of ecosystem services and the importance of these services for sustainability, including the direct, indirect and intrinsic value of biodiversity to humans

The environmental worldviews of people and their implications for environmental management (ACHGK071)



- describing the role of people's environmental worldviews, for example, human-centred and earth-centred, in producing different attitudes and approaches towards environmental management
- comparing the differences in people's views about the causes of environmental issues in Australia and across the world
- discussing whether environmental change is necessarily a problem that should be managed and explaining people's choices of methods for managing or responding to environmental changes

The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)



- researching the role of Aboriginal and Torres Strait Islander Peoples in environmental management
- explaining Aboriginal and Torres Strait Islander models of sustainability that contribute to broader conservation practices

Select ONE of the following types of environment as the context for study: land, inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included.

The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)



- analysing the likely causes of the environmental change by identifying the biophysical processes involved in the change and the human actions, and their underlying causes, that produce the environmental change, and combining them in a human-environment system examining the consequences of the environmental change
 - describing the nature of the environmental change and its effect on the sustainability of the source, sink, service and spiritual functions of the environment
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The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)



- discussing the influence of people's world views on programs for the management of the environmental change being investigated
- proposing geographical management strategies for the environmental change being investigated, for example, establishing reserves and corridors to preserve biodiversity (a spatial strategy), ecosystem-based management (an environmental strategy), urban planning to reduce energy consumption (a spatial strategy), and addressing underlying as well as immediate causes of environmental change (holistic thinking)
- comparing strategies in Australia and another country to manage the environmental change being investigated
- exploring the variety of solutions to similar environmental changes in different places

The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075)



- explaining how communities and governments attempt to balance environmental, economic and social criteria in decisions on environmental programs, and the extent to which there can be trade-offs between them
- discussing the extent to which achieving sustainability in one place should take account of the effects on environmental conditions in other places in the context of the environmental change being investigated
- debating the practical and ethical dilemmas of national and international conservation programs aimed at the environmental change being investigated

Unit 2: Geographies of human wellbeing

Elaborations

The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)



- examining and comparing different concepts of human wellbeing, including those held by Aboriginal and Torres Strait Islander Peoples
- identifying and evaluating different ways of measuring wellbeing, for example, per capita income or the UN Human Development Index, and applying them to investigate spatial variations in human wellbeing and comparing the results from different measures
- examining the United Nations Millennium Development Goals and their relationship to human wellbeing
- identifying trends in human wellbeing in countries over time

The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)



- investigating the economic, social, technological, political and or environmental causes of spatial inequality between countries
- examining differences in indicators by gender across countries and within selected countries
- investigating the interrelationships between the rate of population growth and human wellbeing in countries
- examining how access to natural resources, for example, minerals and water can affect wellbeing and be a source of conflict

The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)



- investigating development issues, for example, access to clean water, sanitation, health services and adequate food and shelter, and their potential impact on human wellbeing
- identifying the trends in gross domestic product (GDP) and GDP per capita over time in the selected country or region and their relationship with trends in measures of wellbeing

The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)



- examining spatial data on human wellbeing in India to identify the regions of India with high and low levels of wellbeing, discussing identified patterns and explaining the differences
- examining how a person's wellbeing is influenced by where they live, with reference to at least two different regions in a country of the Asia region

The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080)



- researching spatial differences in the wellbeing of the Aboriginal and Torres Strait Islander population across Australia, and the extent to which these differences depend on how wellbeing is measured
- examining how a person's wellbeing is influenced by where they live, with reference to at least two different places in Australia

The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)



- examining a national, state or community program to reduce regional inequalities in wellbeing in a country, for example, India
- discussing the objectives and outcomes of an Australian Government overseas economic and social development program or a non-government overseas aid program in a specific country or region within a country
- identifying ways to improve the wellbeing of remote Aboriginal or Torres Strait Islander communities, including ways proposed by the communities

Geographical Inquiry and Skills

Observing, questioning and planning

Elaborations

Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS072)



- developing questions of geographical significance about an area of focus in the Geographical Knowledge and Understanding strand, for example, questions related to the causes of environmental change or the extent of variation in global wellbeing
- planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales, for example, the reasons for and types of variation in human wellbeing in one country
- planning methods of data collection to answer inquiry questions and evaluating questions for their geographical significance
- using a range of methods including digital technologies to plan and conduct an information search about the causes and consequences of change to environments

Collecting, recording, evaluating and representing

Elaborations

Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073)



- gathering relevant data from a range of primary sources, for example, from observation and annotated field sketches, conducting surveys, interviews and experiments, or taking photographs, about human-induced environmental changes
- collecting geographical information from secondary sources, for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media
- collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities
- using Gap minder or United Nations statistics to collect data on countries to answer an inquiry question

Evaluate sources for their reliability, bias and usefulness and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams with and without the use of digital and spatial technologies (ACHGS074)



- developing a table to show the responses to environmental change in a particular environment
- using scatter plots of data for countries or smaller areas to investigate the relationship between two variables, for example, per capita income and life expectancy for countries, and to identify anomalies

Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS075)



- constructing and interpreting choropleth maps to show patterns of human wellbeing at a local scale
- creating a map to show measures of environmental change, using a spatial technologies application

Interpreting, analysing and concluding

Elaborations

Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076)



- analysing environmental change, for example, the clearance of vegetation or a plan for a vegetation corridor, using topographic maps and satellite images
- constructing computer-generated tables, graphs, maps and diagrams to analyse data on human wellbeing
- critically analysing text and images for their meaning and significance

Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS077)



- synthesising information from several sources through using as organisers at least two of the concepts of place, space, environment, interconnection, sustainability, scale and change

Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS078)



- outlining how geographical information systems (GIS) are used in environmental management or in analysing spatial patterns of human wellbeing

Communicating

Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS079)



Elaborations

- constructing a logical argument, supported by evidence, for example, accounting for observed patterns in wellbeing at the local, national and global scales and responding to questions

Reflecting and responding

Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)



Elaborations

- reflecting on the role of personal values and attitudes in influencing their responses to situations including goals, for example, environmental protection
- explaining how the application of geographical concepts and methods has contributed to deep understanding of the causes of and solutions to issues related to environmental change, human wellbeing or development

Year 10 Achievement Standard

By the end of Year 10, students explain how the interaction between geographical processes at different scales change the characteristics of places. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. Students accurately represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions. They evaluate data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, and predict outcomes. They synthesise data and information to draw reasoned conclusions, taking into account alternative points of view. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. They explain the predicted outcomes and consequences of their proposal.

Glossary

Absolute location

Location measured by the coordinates of latitude and longitude.

Aerial photograph

Can be oblique (taken at an angle) or vertical (taken from straight above the ground); the former is easier for young students to interpret.

Anomalies

An anomaly (or outlier in mathematics) is a data value that appears to stand out from the other members of the data set by being unusually high or low. The most effective way of identifying anomalies in a data set is to graph the data. In geographical data, classified by place, anomalies will identify places that do not fit a general pattern, which make them of particular interest to study.

Attachment to place

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

Biodiversity

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

Biomass

The total mass of living organic matter in a particular area.

Biome

A major terrestrial vegetation community, for example, a tropical forest, a temperate grassland or a desert. Similar biomes, but with different species of plants and animals, are found around the world in similar climatic zones.

Biophysical processes

Interconnected sequences of cause-and-effect relationships, for example, the water cycle, the geomorphic processes of weathering, erosion, transportation and deposition, soil-forming processes, land degradation, fluvial processes and nutrient cycling.

Blue water

Fresh water in rivers, lakes and dams.

Change

The concept of change involves both time and space. Geographical phenomena are constantly changing, and can often be best understood by investigating how they have developed over time periods ranging from a few years to thousands of years. This is important in helping students to understand what is happening around them and to see their world as dynamic.

Characteristics of places

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

Choropleth map

A map that shows values for whole areal units, for example, a map of population density or the percentage of households with an internet connection by local government area.

Climate

The average types of weather, including seasonal variations, experienced by a place over a long period of time. For example, some climates are hot and wet all year (Singapore), some have hot, wet summers and warm, dry winters (Darwin), and some have warm, dry summers and cool, wet winters (Adelaide and Perth). Climates can be classified into distinctive types, such as equatorial, tropical, temperate, Mediterranean, semi-arid and arid. These types are found in similar locations around the world.

Climate graph

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

Climatic zones

Refers to areas of the Earth that have similar temperatures. The major zones are hot, temperate and polar and are roughly demarcated by lines of latitude. Within each zone there are different climates, because of the effects of the distribution of continents and oceans and the circulation patterns of the atmosphere and oceans. For example, Adelaide and Sydney are on almost the same line of latitude but, while Adelaide has a Mediterranean climate with very dry summers and moderately wet winters, Sydney has a temperate climate with wet summers and drier but not dry winters.

Comparative analysis

The method of comparative place analysis may be used to identify the effects of factors, for example, climate, relative location, technology, culture and government, through comparisons of places that are similar in all but one or two key variables.

Country/Place

A Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

A Place is a space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

Culture

The customs, habits, beliefs, social organisation and ways of life that characterise different groups and communities.

Custodial responsibility

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

Data

Information that is directly recorded; it can be quantitative or qualitative.

Development

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

Digital mapping tools

Software programs that draw maps.

Digital terrain models

A digital model of the land surface in which vegetation, buildings and other objects have been removed.

Ecosystem services

Services provided by ecosystems that support life without requiring human action or payment, for example, climatic stability, hydrological regulation, nutrient cycling, pollination, pest control, soil formation and protection from ultraviolet radiation.

Ecosystem-based management

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

Environment

The term 'environment', where unqualified, means the living and non-living elements of the Earth's surface and atmosphere. It includes human changes to the Earth's surface, for example, croplands, planted forests, buildings and roads.

Environmental functions

These are the functions of the environment that support human life and economic activity. The first of these functions is the production of raw materials from the natural resources of soil, water, forests, minerals and marine life (the Earth's 'source' function). The second is the safe absorption (through breakdown, recycling or storage) of the wastes and pollution produced by production and human life (the Earth's 'sink' function). The third is the provision of the environmental or ecosystem services that support life without requiring human action, for example, climatic stability, biodiversity, ecosystem integrity and protection from ultraviolet radiation (the Earth's 'service' function). The fourth is the intrinsic recreational, psychological, aesthetic and spiritual value of environments (the Earth's 'spiritual' function).

Environmental quality

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

Environmental resources

Environmental resources can be classified as renewable, non-renewable and continuous.

Renewable environmental resources are those which are or can be renewed within a relatively short time, for example, water through the water cycle, and plants, animals and marine life through reproduction. However, overuse of a renewable resource can lead to its disappearance, as with the overexploitation of a fishery or the over-extraction of groundwater.

Non-renewable environmental resources are those that cannot be renewed, for example, minerals. Soils that have been degraded can only be renewed over long timescales.

Continuous environmental resources are those, such as solar or wind energy, whose availability is unaffected by their use by humans.

Environmental worldview

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

Ethical protocols

Involves the application of fundamental ethical principles when undertaking research and collecting information from primary and secondary sources, for example, confidentiality, informed consent, citation and integrity of data.

Export industries

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

Features

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

Fieldwork

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

Geographic information system (GIS)

A geographic information system (GIS) is a system for storing, managing, analysing and portraying spatial data. It has been described as a combination of database management, cartography and statistical analysis.

Geographical concentration

The advantages people and businesses gain from clustering together, for example, greater access to information, greater variety of goods and services, better transport and communication services, and more varied employment opportunities. These advantages help to explain the continuing growth of cities.

Geographical inquiry methodologies

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

Geographical processes

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

Geographical significance

Why a question is worth investigating.

Geomorphic hazards

Geomorphic hazards are those originating from the lithosphere, including volcanic eruptions, earthquakes, tsunamis and mass movement (landslides or avalanches).

Geomorphic landscape

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

Green water

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

Hazards

When the forces of nature combine to become destructive and have potential to damage the environment and endanger communities.

Housing density

The number of dwellings per hectare. The data required to calculate this measure can be obtained from Australian Bureau of Statistics 2011 Census Quick-Stats and Community Profiles.

Human wellbeing

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

Human-environment systems thinking

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

Immediate and underlying causes

The immediate causes of environmental change are biophysical processes such as vegetation clearance, cropping and urban development, while the underlying causes are influences such as population growth, government policies, market demand, economic growth, technology, values and attitudes. These causes can be combined in a human-environment system.

Interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. It is about the ways that geographical phenomena are connected to each other through environmental processes, the movement of people, flows of trade and investment, the purchase of goods and services, cultural influences, the exchange of ideas and information, political power and international agreements. Interconnections can be complex, reciprocal or interdependent, and have a strong influence on the characteristics of places. An understanding of the significance of interconnection leads to holistic thinking and helps students to see the various aspects of geography as connected rather than separate bodies of knowledge.

Internal migration

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

Inter-regional transfer of water

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

Isoline/isopleth map

A map of a geographical variable showing its spatial distribution by lines joining places with the same value, for example, a rainfall map.

Land and water degradation

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

Landform

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

Landscape

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

Liveability

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

Local

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

Natural vegetation

The vegetation that has evolved in an area over time.

Net primary productivity (NPP)

Plant biomass gain measured in tonnes of carbon per hectare per year, as a product of the energy gained through photosynthesis minus the energy lost through respiration. It is an indicator of the natural agricultural productivity of an area, based on its climate.

Nutrient cycles

The recycling of plant nutrients like phosphorus and nitrogen, whether by natural means or human intervention.

Outline map

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

Pattern

A regularity in data portrayed in graphs or maps, for example, the decline in population density or rainfall in Australia with increasing distance from the coast.

Perception

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

Place

Places play a fundamental role in human life. The world is made up of places, from those with largely natural features, for example, an area of rainforest, to those with largely constructed features, such as the centre of a large city. They are where we live and grow up. Our most common relationships are likely to be with people in the same place. The environmental and human qualities of places influence our lives and life opportunities. Places are sites of biodiversity; locations for economic activity; centres of decision –making and administration; sites for the transmission and exchange of knowledge and ideas; meeting places for social interaction, sources of identity, belonging and enjoyment; and areas of natural beauty and wonder. They are where major events occur, from natural disasters and financial crises to sporting events. Places can also be laboratories for the comparative study of the relationships between processes and phenomena, because the uniqueness of each place means that similar processes and influences can produce different outcomes in different places. The importance of Country/Place to Aboriginal and Torres Strait Islander Peoples is an example of the interaction between culture and identity, and shows how places can be invested with spiritual and other significance.

Population pyramid/profile

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

Prevention, mitigation and preparedness

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

Primary sources

Sources that are unprocessed, original materials collected by the student, for example, field notes from observations, measurements taken from experiments, or responses received from a survey or questionnaire.

Qualitative methods

Explanatory and interpretive methods, for example, participant observation, focus group discussion or interviews, which are used to gather qualitative data (information that can only be described, such as people's perceptions of environmental quality).

Quantitative methods

Statistical and other methods used to analyse quantitative data (information that can be expressed in numbers, for example, crime rates for local government areas).

Region

A region is an area in which the various parts have something in common that distinguishes them from neighbouring regions. Regions can be divisions of a nation, for example, the Wheat belt of Western Australia, or larger than a nation, for example, Southeast Asia or a climatic zone. The latter are called 'world regions' in the curriculum.

Relative location

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

Remote

Places distant from major population and economic centres.

Representation

Representing geographical information in a visual form, for example, a graph, map, image, field-sketch or a multilayered map.

Satellite image

Digital images captured by satellites above the Earth's surface, for example, those combined in Google Earth. They can be processed to measure specific aspects of the land surface, for example, areas of water or cropland.

Scale

The concept of scale is used to analyse phenomena and look for explanations at different spatial levels, from the personal to the local, regional, national and global. Different factors can be involved in explaining phenomena at different scales, for example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale. Deciding on the appropriate scale for an inquiry is therefore important. Scale is also involved when geographers look for explanations or outcomes at different levels. Local events can have global outcomes, for example, the effects of local actions such as permanent vegetation removal on global climate. National and regional changes can also have local outcomes, as in the effects of economic policies on local economies. Scale, however, may be perceived differently by diverse groups of people and organisations, and can be used to elevate or diminish the significance of an issue, for example, by labelling it as local or global.

Scatter plots/scatter graphs

Graphs which plot the relationship between two variables, for example, population density and distance of a place from the centre of a city, or rainfall and height above sea level. The method can be used to identify anomalies for closer study.

Seasonal calendar

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

Secondary sources

Sources of information that have been collected, processed, interpreted and published by others, for example, census data, newspaper articles, and images or information in a published report.

Settlement pattern

The spatial distribution of different types of human settlement, from isolated dwellings to villages and outstations, towns, regional centres and large cities. Smaller settlements typically form spatial patterns around larger settlements.

Social connectedness

A measure of the number and strength of people's social relationships with other people. These relationships, or connections, may be with people in the same place, or in other places, and they can be face-to-face connections or electronic. The opposite of good social connections is social isolation, or loneliness.

Social justice

The concept that all people have the right to fair treatment and equal access to the benefits of society.

Space

The concept of space includes location, spatial distribution and the organisation of space. Location plays an important role in determining the environmental characteristics of a place, the viability of an economic activity or the opportunities open to an individual, but the effects of location on human activities also depend on the infrastructure and technology that link places, and the way these are managed by businesses and governments.

Spatial distribution, the second element in the concept of space, underlies much geographical study. The geographical characteristics of places have distributions across space that form patterns, and the analysis of these patterns contributes to an understanding of the causes of these characteristics and of the form they take in particular places. Spatial distributions also have significant environmental, economic, social and political consequences. Students learn to identify and evaluate these consequences and the policies that could be adopted to respond to them.

The organisation of space concerns how it is perceived, structured, organised and managed by people and how this creates particular types of spaces. Early primary school students can investigate how the space within their classroom and their school grounds is organised for different purposes. Older students can investigate how urban planning organises the environment, creates commercial, industrial, residential and green spaces, and manages the flows of goods and people between spaces.

Spatial association

Similarity in the spatial distributions of two or more phenomena. A spatial association suggests that there may be a relationship between the phenomena, which can then be explained through the operation of atmospheric, hydrologic, geomorphic, biological, socioeconomic or political processes.

Spatial distribution

The arrangement of particular phenomena or activities across the surface of the Earth.

Spatial technologies

Any software or hardware that interacts with real world locations. The use of spatial technologies forms the basis of many geographers' work practice. The Global Positioning System (GPS), Google Earth, geographic information systems (GIS) and satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial data.

Spatial variations

The difference or variation (in terms of population, population density, GDP, life expectancy) over an area of the Earth's surface.

Stewardship

One of the many worldviews that informs ways of achieving sustainability. When applied to the environment, stewardship is an ethical position that supports the careful management of environmental resources for the benefit of present and future generations. Stewards do not own resources; they only manage them.

Sustainability

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future. As a concept in the curriculum it is used to frame questions, evaluate the findings of investigations, guide decisions and plan actions about environments, places and communities.

System

A group of interacting objects, materials or processes that form an integrated whole. Biophysical systems include humans and their activities and impacts.

Thematic map

Thematic maps portray a specific type of information, for example, rainfall, transport routes, climatic zones or population distribution.

Topographic map

Detailed, large-scale maps of part of the Earth's surface which illustrate the shape of the land and selected natural and human features from the surrounding environment.

Trends

A pattern in change over time in a set of data.

Urban concentration

The percentage of the urban population of a country or region living in the largest city.

Urbanisation

The process of economic and social change in which an increasing proportion of the population of a country or region live in urban areas.

Vegetation corridor

Strips of vegetation that connect larger but isolated vegetated areas. They enable the movement of animals and plants between places, reduce the ecological effects of habitat fragmentation and help protect biodiversity.

West Asia (Middle East)

The countries of Georgia, Armenia, Azerbaijan, Turkey, Cyprus, Lebanon, Syria, Israel, Palestine, Jordan, Egypt, Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, Iraq and Iran. Afghanistan is sometimes included in the region, or in Central Asia. 'West Asia' is also known as the 'Middle East'.

World region

Biophysical, geographical, economic or political regions larger than a nation, for example, the Sahara Desert, Sub-Saharan Africa, the Global North and the Association of South-east Asian Nations (ASEAN).

Geographical knowledge and understanding scope and sequence: Foundation to Year 10

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year level focus	People live in places	Places have distinctive features	People are connected to many places	Places are both similar and different	The Earth's environment sustains all life	Factors that shape the human and environmental characteristics of places	A diverse and connected world
Key inquiry questions	<p>What are places like?</p> <p>What makes a place special?</p> <p>How can we look after the places we live in?</p>	<p>What are the different features of places?</p> <p>How can we care for places?</p> <p>How can spaces within a place be rearranged to suit different purposes?</p>	<p>What is a place?</p> <p>How are people connected to their place and other places?</p> <p>What factors affect my connection to places?</p>	<p>How and why are places similar and different?</p> <p>What would it be like to live in a neighbouring country?</p> <p>How do people's feelings about places influence their views about the protection of places?</p>	<p>How does the environment support the lives of people and other living things?</p> <p>How do different views about the environment influence approaches to sustainability?</p> <p>How can people use places and environments more sustainably?</p>	<p>How do people and environments influence one another?</p> <p>How do people influence the human characteristics of places and the management of spaces within them?</p> <p>How can the impact of bushfires or floods on people and places be reduced?</p>	<p>How do places, people and cultures differ across the world?</p> <p>What are Australia's global connections between people and places?</p> <p>How do people's connections to places affect their perception of them?</p>
Key Concepts	<p>In Foundation to Year 2 there is a particular emphasis on the use of the concepts of place, space and environment in studies at a personal and local scale.</p> <p>The concept of interconnection is introduced in Year 2 to develop students' understanding of how people are connected to places in Australia and across the world.</p>			<p>The F2 concepts continue to be a focus of study in Years 3–6 but the scale of the places studied moves from the local to national, world regional and global scales.</p> <p>The concepts of sustainability and change are also introduced in these years.</p>			
Content descriptions	The representation of the location of places and their features on maps and a globe	The natural, managed and constructed features of places, their location, how they change and how they can be cared for	The location of the major geographical divisions of the world in relation to Australia	The representation of Australia as states and territories, and Australia's major natural and human features	The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents	The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents	The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	The places people live in and belong to, their familiar features and why they are important to people	The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them	The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales	The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia	The types of natural vegetation and the significance of vegetation to the environment and to people	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places	Differences in the economic, demographic and social characteristics between countries across the world
	The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them	The ways the activities located in a place create its distinctive features	The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place	The location of Australia's neighbouring countries and their diverse characteristics	The importance of environments to animals and people, and different views on how they can be protected	The influence of the environment on the human characteristics of a place	The world's cultural diversity, including that of its indigenous peoples
	The reasons why some places are special to people, and how they can be looked after	The ways that space within places, such as the classroom or backyard, can be rearranged to suit different activities or purposes	The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world	The main climate types of the world and the similarities and differences between the climates of different places	The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources	The influence people have on the human characteristics of places and the management of spaces within them	Significant events that connect people and places throughout the world
			The influence of purpose, distance and accessibility on the frequency with which people visit places	The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places	The natural resources provided by the environment, and different views on how they could be used sustainably	The impact of bushfires or floods on environments and communities, and how people can respond	The various connections Australia has with other countries and how these connections change people and places

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there	The sustainable management of waste from production and consumption		The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places

	Year 7	Year 7	Year 8	Year 8
Year level focus	Water in the world	Place and liveability	Landforms and landscapes	Changing nations
Key inquiry questions	<p>How do people's reliance on places and environments influence their perception of them?</p> <p>What effect does the uneven distribution of resources and services have on the lives of people?</p> <p>What approaches can be used to improve the availability of resources and access to services?</p>		<p>How do environmental and human processes affect the characteristics of places and environments?</p> <p>How do the interconnections between places, people and environments affect the lives of people?</p> <p>What are the consequences of changes to places and environments and how can these changes be managed?</p>	
Key Concepts	<p>In Years 7–10, students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.</p>			
Content descriptions	The classification of environmental resources and the forms that water takes as a resource	The factors that influence the decisions people make about where to live and their perceptions of the liveability of places	The different types of landscapes and their distinctive landform features	The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region
	The ways that flows of water connect places as it moves through the environment and the way this affects places	The influence of accessibility to services and facilities on the liveability of places	The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples	The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences
	The quantity and variability of Australia's water resources compared with those in other continents	The influence of environmental quality on the liveability of places	The geomorphic processes that produce landforms, including a case study of at least one landform	The reasons for and effects of internal migration in Australia
	The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa	The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places	The human causes and effects of landscape degradation	The reasons for and effects of internal migration in China

	The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region	The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe	The ways of protecting significant landscapes	The reasons for and effects of international migration in Australia
	The causes, impacts and responses to an atmospheric or hydrological hazard		The causes, impacts and responses to a geomorphological hazard	The management and planning of Australia's urban future

	Year 9	Year 9	Year 10	Year 10
Year level focus	Biomes and food security	Geographies of interconnections	Environmental change and management	Geographies of human wellbeing
Key Concepts	In Years 7–10, students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.			
Key inquiry questions	<p>What are the causes and consequences of change in places and environments and how can this change be managed?</p> <p>What are the future implications of changes to places and environments?</p> <p>Why are interconnections and interdependencies important for the future of places and environments</p>		<p>How can the spatial variation between places and changes in environments be explained?</p> <p>What management options exist for sustaining human and natural systems into the future?</p> <p>How do worldviews influence decisions on how to manage environmental and social change?</p>	
Content descriptions	The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity	The perceptions people have of place, and how this influences their connections to different places	The human-induced environmental changes that challenge sustainability	The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places
			The environmental worldviews of people and their implications for environmental management	The reasons for spatial variations between countries in selected indicators of human wellbeing
	The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations	The way transportation and information and communication technologies are used to connect people to services, information and people in other places	The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia	The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands
The environmental, economic and technological factors that influence crop yields in Australia and across the world	The ways that places and people are interconnected with other places through trade in goods and services, at all scales	Select ONE of the following types of environment as the context for study: land, inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included.	The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region	

	<p>The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world</p>	<p>The effects of the production and consumption of goods on places and environments throughout the world and including a country from North–East Asia</p>	<p>The application of human–environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated</p>	<p>The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale</p>
	<p>The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world</p>	<p>The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places</p>	<p>The application of geographical concepts and methods to the management of the environmental change being investigated</p>	<p>The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries</p>
			<p>The application of environmental, economic and social criteria in evaluating management responses to the change</p>	

Geographical inquiry and skills scope and sequence: Foundation to Year 10

Foundation	Years 1-2	Years 3-4	Years 5-6	Years 7-8	Years 9-10
Observing, questioning and planning					
Make observations about familiar places and pose questions about them	Pose questions about familiar and unfamiliar places	Develop geographical questions to investigate	Develop geographical questions to investigate and plan an inquiry	Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts	Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts
Collecting, recording, evaluating and representing					
Record geographical data and information collected by observation	Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films	Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet	Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports	Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources	Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources
Represent the location of features of a familiar place on pictorial maps and models	Represent data and the location of places and their features by constructing tables, plans and labelled maps	Represent data by constructing tables and graphs	Evaluate sources for their usefulness, and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams	Evaluate sources for their reliability and usefulness, and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies	Evaluate sources for their reliability, bias and usefulness, and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies
		Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title, and north point, and describe their location using simple grid references, compass direction and distance	Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions including border, source, scale, legend, title and north point, using spatial technologies as appropriate	Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate	Represent the spatial distribution of geographical phenomena by constructing special-purpose maps that conform to cartographic conventions, using spatial technologies as appropriate

Interpreting, analysing and concluding

Draw conclusions based on discussions of observations	Draw conclusions based on the interpretation of geographical information sorted into categories	Interpret geographical data to identify distributions and patterns and draw conclusions	Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions	Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships	Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes
				Apply geographical concepts to draw conclusions based on the analysis of the data and information collected	Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view
					Identify how geographic information system (GIS) might be used to analyse geographical data and make predictions

Communicating

Present information using everyday language to describe location and direction	Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far	Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology	Present findings and ideas in a range of communication forms, for example, written, oral, digital, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate	Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate	Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate
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Reflecting and responding

Reflect on their learning to suggest ways that they can look after a familiar place	Reflect on their learning and suggest responses to their findings	Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects	Reflect on their learning to propose individual and collective action in response to a contemporary	Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge,	Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary
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		of the proposal	geographical challenge and describe the expected effects of their proposal on different groups of people	taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal	geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal
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The Australian Curriculum Humanities and Social Sciences - History

Overview

Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. 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.

Student diversity

ACARA is committed to the development of a high-quality curriculum for all Australian students that promotes excellence and equity in education.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: History. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice has been developed for schools and teachers on using the Australian Curriculum to meet diverse learning needs and is available under Student Diversity on the Australian Curriculum website.

Students with disability

The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: History. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Gifted and talented students

Teachers can use the Australian Curriculum: History flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich student learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: History and/or from local state and territory teaching and learning materials.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. Whilst many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there is a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Australian Curriculum: History are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

A national ***English as an Additional Language or Dialect: Teacher Resource*** has been developed to support teachers in making the Australian Curriculum: Foundation to Year 10 in each learning area accessible to EAL/D students.

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 understanding
- 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 understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding 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 ethical 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

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of both individuals and Australia as a whole. In the Australian Curriculum these have become priorities that provide students with the tools and language to engage with and better understand their world at a range of levels. The priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to:

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

Cross-curriculum priorities are addressed through 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. They will have a strong but varying presence depending on their relevance to the learning area.

Aboriginal and Torres Strait Islander histories and cultures

Across the Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people 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

Across the Australian curriculum, this priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

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

Across the Australian Curriculum, sustainability will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

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).

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.

Key Inquiry Questions

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?

Year 1 Content Descriptions

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)



- 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)
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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

Elaborations

Sequence familiar objects and events (ACHHS031)



- 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)



- 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)



- 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)



- 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)



- 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)



- 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)



- 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.



Key Inquiry Questions

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?

Year 2 Content Descriptions

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.

Key Inquiry Questions

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?

Year 3 Content Descriptions

Historical Knowledge and Understanding

Community and remembrance

Elaborations

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)

- 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



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)



- 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


Elaborations


Sequence historical people and events (ACHHS065)




- 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) 	<ul style="list-style-type: none"> • 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
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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
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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.

Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions 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?

Year 4 Content Descriptions

Historical Knowledge and Understanding

First contacts

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)



Elaborations

- 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

Elaborations

Sequence historical people and events (ACHHS081)



- 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)


- 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)


- 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
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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
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Perspectives and interpretations	Elaborations
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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)
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Explanation and communication	Elaborations
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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)
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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
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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.



Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions 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?

Year 5 Content Descriptions

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

Elaborations

Sequence historical people and events (ACHHS098)



- 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)



- 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)



- 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)



- 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)



- 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)



- 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)



- 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.

Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions 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?

Year 6 Content Descriptions

Historical Knowledge and Understanding

Australia as a nation

Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. (ACHHK113)



Elaborations

- 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)
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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) 	<ul style="list-style-type: none"> 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)
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Use historical terms and concepts (ACHHS118) 	<ul style="list-style-type: none"> using historical terms and concepts related to the content such as 'democracy', 'federation', 'empire', 'immigration', 'heritage', 'diversity', 'enfranchisement', 'suffrage'
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Historical questions and research	Elaborations
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Identify questions to inform an historical inquiry (ACHHS119) 	<ul style="list-style-type: none"> 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?'
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Identify and locate a range of relevant sources (ACHHS120) 	<ul style="list-style-type: none"> 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
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Analysis and use of sources	Elaborations
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Locate information related to inquiry questions in a range of sources. (ACHHS121) 	<ul style="list-style-type: none"> 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
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Compare information from a range of sources. (ACHHS122) 	<ul style="list-style-type: none"> 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)
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Perspectives and interpretations	Elaborations
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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.

Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions 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?

Year 7 Content Descriptions

Historical Knowledge and Understanding

Overview of the ancient world

The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth. 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. (ACHHK117)



the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACHHK118)



key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACHHK119)



- 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)

- 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)

- 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.

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

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)



The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II (ACDSEH129)



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)



- 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)

- examining the historical context, early life and achievements of a significant historical figure from ancient Egypt, and how they were perceived by their contemporaries

- 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)



- 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

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)



- 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)

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046)



- examining the extent of Indian contact with other societies such as the Persians under Cyrus, the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the material remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; the spread of Hinduism and Buddhism

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



- examining the historical context, early life and achievements of a significant historical figure from India in this period, and how they were perceived by their contemporaries

OR

China

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



- describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade

Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. (ACDSEH041)



- creating a graphic representation of the social structure of Chinese society
- outlining the rights and responsibilities of women (for example in the areas of marriage, family life, work and education)

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)



- investigating the significant beliefs, values and practices of Chinese society associated with daily life (for example irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs)

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)



- explaining the rise of imperial China (for example the use of chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's The Art of War)

The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)



- examining the historical context, early life and achievements of a significant historical figure from China in this period, and how they were perceived by their contemporaries

Historical Skills

Chronology, terms and concepts

Elaborations

Sequence historical events, developments and periods (ACHHS205)



- identifying the approximate beginning and end dates of ancient societies and the periods of time when they coexisted

Use historical terms and concepts (ACHHS206)



- defining and using terms such as BC (Before Christ), AD (Anno Domini), BCE (Before Common Era), and CE (Common Era); prehistory (before the period of textual recording) and history (the period beginning with named individuals and textual recording)
- defining and using concepts such as slavery, divine right, source (where a historian finds information) and evidence (the information that is used by the historian)

Historical questions and research

Elaborations

Identify a range of questions about the past to inform a historical inquiry (ACHHS207)



- posing a key question such as: 'How were the pyramids at Giza built?' and understanding that there may not be a definitive answer; identifying related questions to inform the inquiry including: 'What evidence is there?' 'What theories have been developed?'
- posing questions of sources such as: 'Where does it come from?' 'How do we know?' 'What information does it provide?' 'What other sources might be needed?'
- identifying steps in the research process (for example identifying information needed, locating that information, recording relevant information from sources)

Identify and locate relevant sources, using ICT and other methods (ACHHS208)



- compiling a list of different sources (for example papyrus scrolls, coins, statues, human remains)
- using web search techniques to refine a search for information/images related to a historic site (for example use of place names, dates and search words such as 'photo gallery')
- identifying information within a source that can be used as evidence to support an interpretation

Analysis and use of sources

Elaborations

Identify the origin and purpose of primary and secondary sources (ACHHS209)



- 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)



- creating categories (that is, concepts) with which to organise information obtained from sources
- identifying a range of archaeological sources (for example the physical remains of the Colosseum, gladiatorial equipment such as helmets, mosaics showing gladiatorial combat, written accounts of what happened in the Colosseum)

Draw conclusions about the usefulness of sources (ACHHS211)



- recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society
- distinguishing between a fact (for example 'some gladiators wore helmets') and an opinion (for example 'all gladiators were brave')
- using strategies to detect whether a statement is fact or opinion, including word choices that may indicate an opinion is being offered (for example the use of conditionals 'might', 'could', and other words such as 'believe', 'think', 'suggests')

Perspectives and interpretations

Elaborations

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)



- identifying the possible meaning of images and symbols in primary sources
- identifying the perspective in a historical source, such as the saying of Confucius 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)



- outlining the significance of a past event, providing reasons for the event and referring to relevant evidence
- describing the social structure of the ancient society, using evidence from sources such as artwork and written accounts

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)



- creating an 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.

Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions 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?

Year 8 Content Descriptions

Historical Knowledge and Understanding

Overview of the ancient to modern world

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. 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 (ACHHK120)



- 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) (ACHHK121)



- 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)
- locating the major trading routes (including the Mediterranean; the Silk Road; the sea route between China, India and the east coast of Africa; and the Columbian Exchange) on a map and identifying the nature of the trade/contact (for example along the Silk Road – slaves, spices, silk, glassware, spread of knowledge and diseases)
- describing beliefs about the world and the voyages of discovery (European and Asian), the nature of the voyages and the redrawing of the map of the world
- explaining the significance of land ownership in the practice of feudalism and the nature of feudalism in Europe (for example knights) and Japan (for example samurai)

the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment). (ACHHK122)



- 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 Vikings (c.790 – c.1066)

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)



- locating Viking lands in Scandinavia (Denmark, Norway and Sweden)
- describing the way of life of the Vikings (for example living in a cold and harsh environment; the importance of farming and raids; the significance of honour in Viking warrior society)

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



- describing Viking craft with particular emphasis on the production of weapons (for example swords, battle axes and helmets)
- outlining the key role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the adoption of Christianity during the Viking period
- investigating the construction of longboats and their role in exploration, including innovations in keel and sail design.
- describing evidence of Viking trade between Russia (Kiev) and the east (through Constantinople)

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)



- explaining the attacks on monasteries, for example Lindisfarne (793 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))

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



- outlining Erik the Red's development of Viking settlements in Eastern and Western Greenland in 985 CE
- comparing the artefacts discovered at L'Anse aux Meadows in Newfoundland (Canada) with Viking artefacts as possible evidence that the Vikings had discovered America 500 years before Christopher Columbus

OR

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

Medieval Europe (c.590 – c.1500)

The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)



- describing the structure of feudal society (for example the role and responsibilities of the king, nobles, church, knights and peasants)

Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)



- describing the features of castles and churches of the period (for example Warwick Castle in England and Notre Dame Cathedral in Paris) as examples of the Church's power in terms of its control of wealth and labour
- 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

OR

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)



- describing the way of life of people in the Ottoman Empire (for example the role of the coffee house and bazaar or marketplace, the power and responsibility of the Sultan to ensure that justice was served within society)

Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture. (ACDSEH053)



- describing Ottoman art and architecture (for example the Selimiye Mosque in the city of Edirne in Turkey, and Islamic geometric design)

Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)



- outlining the millet system that regarded non Muslim people as subjects, but as not being subject to Muslim law
- explaining the tolerance of the Ottomans towards Christians and Jews

The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)



- investigating the achievements of individuals (for example Selim I in establishing the empire and capturing Jerusalem; or Suleiman the Magnificent in expanding the empire to Belgrade in Europe)

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-raja' enabled the Khmer kings to rule over the empire with absolute authority, thereby enhancing their ability to mobilise manpower to defend the empire as well as to invade neighbours

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



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

Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)



- 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)

OR

Japan under the Shoguns' (c.794 – 1867)

The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)



- describing the way of life in feudal Japan under the shoguns (for example 'bushido' – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts, and honour)

The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade. (ACDSEH063)



- describing the relationship between the emperor, shogun, daimyo (lords) samurai (warriors), workers (for example farmers, artisans and traders)
- explaining reasons for Japan's closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry's visit in 1853

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



- investigating the demand for available land and the patterns of land use in the period
- outlining the attempts by the Tokugawa Shogunate to curb deforestation (for example imposing heavy regulations on farmers; managing the harvesting of trees; and using new, lighter and more efficient construction techniques)

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



- describing internal pressures in shogunate Japan (for example the rise of a commercial class at the expense of the samurai, peasant uprisings such as Osaka 1837, and famine)
- describing the increasing exposure to Western technology and ideas (for example the establishment of a naval school with Dutch instructors, the translation of Western books)
- evaluating the significance of the Meiji Restoration of 1868 CE that restored imperial rule to Japan

OR

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

Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)



- locating Polynesia on a map, tracing the expansion of Polynesian settlers throughout the Pacific, and considering how they made their journeys
- outlining different theories about the expansion (for example west/east and east/west movement, the expansion as accidental versus intentional)

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066)



- describing the way of life of Easter Island 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 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)

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

Historical Skills

Chronology, terms and concepts

Elaborations

Sequence historical events, developments and periods (ACHHS148)



- 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)



- understanding the different meanings of particular terms and concepts when viewed in their historical context, such as feudalism in medieval Europe and Japan

Historical questions and research

Elaborations

Identify a range of questions about the past to inform a historical inquiry (ACHHS150)



- experimenting with different words/phrases/historical concepts, when drafting a question, to develop a research focus
- posing a key question such as: 'Why did Easter island (Rapa Nui) society decline?' and identifying related questions to inform the inquiry (for example 'What evidence is there?' 'What theories have been developed?')

Identify and locate relevant sources, using ICT and other methods (ACHHS151)



- compiling a list of different sources needed in an inquiry and their possible locations

Analysis and use of sources

Elaborations

Identify the origin and purpose of primary and secondary sources (ACHHS152)



- explaining how clues within a source can be used to identify where it was made or who it was made by (for example the place where it was found, the materials used, the condition of the object, decorative features)

Locate, compare, select and use information from a range of sources as evidence (ACHHS153)



- creating categories to organise the information obtained from sources
- designing a table to list sources and the aspects of the past about which they provide information (for example social structure, economy, governance)

Draw conclusions about the usefulness of sources (ACHHS154)



- recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society
- distinguishing between fact (for example 'The Moai were constructed on Easter Island (Rapa Nui)') and opinion or interpretation (for example. 'The Moai on Easter Island (Rapa Nui) are representations of gods')

Perspectives and interpretations

Elaborations

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)



- describing the values and attitudes revealed by a source (such as an individual account) and using additional sources to show how they are broadly representative of the values and attitudes of the society

Explanation and communication

Elaborations

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156)



- using scaffolds illustrating the structural and language features of particular text types (for example descriptions and explanations) 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)



- 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.

Key Inquiry Questions

A framework for developing students’ historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions 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?

Year 9 Content Descriptions

Historical Knowledge and Understanding

Overview of the making of the modern world

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. 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 (ACHHK124)



- 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) (ACHHK123)



the extent of European imperial expansion and different responses, including in the Asian region (ACHHK125)



the emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACHHK127)



- identifying the number of slaves transported and the nations/places involved (for example Portugal, Britain, France, Spain, North America)
- 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.
- 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.

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)



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



- 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)
- 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)



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



OR

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)



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



The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)



The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)



OR

Movement of peoples (1750 – 1901)

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

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

- 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

- 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)

- 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)

- 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

The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018)



- mapping the movement of peoples in the transatlantic slave trade or in convict transportation to Australia
- explaining the role of the Industrial Revolution in creating a growing need for labour and transportation

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



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

Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084)



- investigating the experiences of a specific group of arrivals to Australia (for example convicts in Sydney, Hobart, Brisbane; or free settlers in Melbourne, Adelaide, Perth or Darwin)
- describing the impact of this group on the Aboriginal and Torres Strait Islander peoples of the region

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



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

2 Australia and Asia

Elaborations

Students investigate the history of 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)



- 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

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



- 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)

The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142)



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

The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141)



- describing the activities of Christian missionaries in China and the outcomes of the Boxer Rebellion

Making a nation

The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples (ACDSEH020)



- explaining the effects of contact (for example the massacres of Aboriginal and Torres Strait Islander people; their killing of sheep; the spread of European diseases) and categorising these effects as either intended or unintended
- investigating the forcible removal of children from Aboriginal and Torres Strait Islander families in the late nineteenth century/early twentieth century (leading to the Stolen Generations), such as the motivations for the removal of children, the practices and laws that were in place, and experiences of separation.

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

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)



- representing the relationship between events in different times and places using interactive timelines
- placing key events in sequence (for example the Boer War, 1899-1902; World War I, 1914-1918), and identifying parts of the world that were involved in, or affected by, those events










Use historical terms and concepts (ACHHS165)



- discussing the contestability of particular historical terms such as 'settlement', 'invasion' and 'colonisation' in the context of Australia's history
- defining and using concepts such as 'imperialism', 'nationalism', 'evolution', 'evidence'

Historical questions and research

Elaborations

<p>Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)</p> 	<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
<p>Evaluate and enhance these questions (ACHHS167)</p> 	<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
<p>Identify and locate relevant sources, using ICT and other methods (ACHHS168)</p> 	<ul style="list-style-type: none"> locating historical sources from archives, museums and online collections
<p>Analysis and use of sources Elaborations</p>	
<p>Identify the origin, purpose and context of primary and secondary sources (ACHHS169)</p> 	<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
<p>Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)</p> 	<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)
<p>Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)</p> 	<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)
<p>Perspectives and interpretations Elaborations</p>	
<p>Identify and analyse the perspectives of people from the past (ACHHS172)</p> 	<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
<p>Identify and analyse different historical interpretations (including their own) (ACHHS173)</p> 	<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
<p>Explanation and communication Elaborations</p>	
<p>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)</p> 	<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

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.

Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions 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?

Year 10 Content Descriptions

Historical Knowledge and Understanding

Overview of the modern world and Australia

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. 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 (ACHHK126)



- 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 (ACHHK128)



- 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 (ACHHK129)



- 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 (ACHHK130)



- 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 (ACHHK131)



- 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

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)



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)



Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s (including deforestation and climate change). (ACDSEH128)



- 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)

- 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)

- 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)

OR

Migration experiences (1945 – present)

The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)



The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145)



- 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

- 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

Historical Skills

Chronology, terms and concepts

Elaborations

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)



- placing in sequence the main events of the Freedom Rides campaigns in the United States and Australia and explaining the links between the two campaigns
- using interactive timelines to explore the various manifestations or effects of an event in different geographical locations

Use historical terms and concepts (ACHHS183)



- defining and using terms and concepts such as 'liberation', 'human rights', 'popular culture' and 'contestability'

Historical questions and research

Elaborations

Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)



- changing a key question or related questions in an inquiry depending on the suitability of the sources available
- developing questions about aspects of the past that require historical argument
- identifying, planning and investigating (individually and as part of a team) specific historical questions or issues

Evaluate and enhance these questions (ACHHS185)



- changing a key question or related questions in an inquiry depending on the suitability of the sources available

Identify and locate relevant sources, using ICT and other methods (ACHHS186)



- locating sources for recording oral histories (for example Vietnam War veterans, recent migrants)
- recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources (for example a Google search for 'significance of Kokoda')







Analysis and use of sources

Elaborations

Identify the origin, purpose and context of primary and secondary sources (ACHHS187)



- using data from immigration records and processing 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)

<p>Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)</p> 	<ul style="list-style-type: none"> combining historical data from a range of sources to identify and explain the impact of World War II 		
<p>Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)</p> 	<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 		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Perspectives and interpretations</td> <td style="width: 50%;">Elaborations</td> </tr> </table>		Perspectives and interpretations	Elaborations
Perspectives and interpretations	Elaborations		
<p>Identify and analyse the perspectives of people from the past (ACHHS190)</p> 	<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 		
<p>Identify and analyse different historical interpretations (including their own) (ACHHS191)</p> 	<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 		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Explanation and communication</td> <td style="width: 50%;">Elaborations</td> </tr> </table>		Explanation and communication	Elaborations
Explanation and communication	Elaborations		
<p>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)</p> 	<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) 		
<p>Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)</p> 	<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.

Glossary

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

Overview

General capabilities in the Australian Curriculum

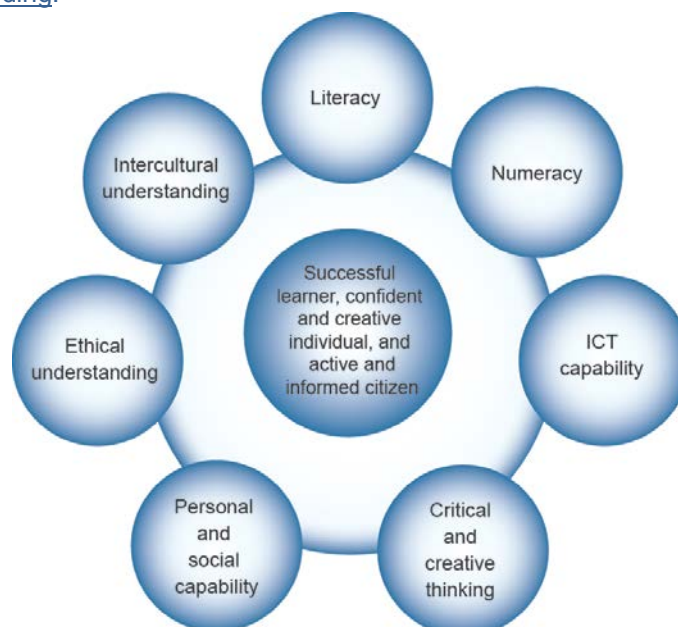
General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. They play a significant role in realising the goals set out in the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) – that all young people 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 understanding](#)
- [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

First published in 2010 and revised in 2011 following a national consultation process, 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 the General Capabilities Advisory Group, academics, focus groups of teachers and curriculum experts from state and territory education authorities. The materials build on significant state and territory initiatives and practice, and are informed by national and international research.

More recently, general capabilities materials have been further developed to assist schools and teachers in understanding the general capabilities in the Australian Curriculum and in supporting the individual learning needs of diverse learners. This work includes the extension of all learning continua from three to six levels in Critical and creative thinking, ICT capability, Personal and social capability, Ethical understanding and Intercultural understanding. In Literacy an additional four levels and in Numeracy an additional two levels have been included at Level 1 to address learning in the early years and to maximise the curriculum's flexibility for all students, assisting teachers to cater for student diversity and personalise learning. For more detailed information go to [Student Diversity](#).

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

- verification of the extended learning continua in schools
- monitoring and review of the materials as additional learning areas are developed and approved by Ministers for implementation in schools
- investigating whether there is a need to further extend other capability learning continua to better reflect the learning needs of all students
- 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 Australian 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

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.

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.

While each of the capabilities covers a particular body of learning, it should be noted that some knowledge, skills, dispositions and behaviours are shared across capabilities. In some cases, a particular aspect of one capability is covered in another, for example, the application of social and ethical protocols in the use of digital technologies is included in ICT capability, and effective communication in social interactions is included in Personal and social capability. In other cases, to avoid undue repetition, some aspects common to several capabilities are identified in the capability where the strongest representation occurs, for example, empathy is identified in Intercultural understanding even though it is also an important aspect of Personal and social capability.

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. Users can also see which capability elements are addressed in the content description by selecting the capability icon. 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 and the individual learning needs of their students. 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 understanding	
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 general capabilities that could be developed through particular teaching contexts.

- [General capabilities in English \(www.australiancurriculum.edu.au/English/General-capabilities\)](http://www.australiancurriculum.edu.au/English/General-capabilities)
- [General capabilities in Mathematics \(www.australiancurriculum.edu.au/Mathematics/General-capabilities\)](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- [General capabilities in Science \(www.australiancurriculum.edu.au/Science/General-capabilities\)](http://www.australiancurriculum.edu.au/Science/General-capabilities)
- [General capabilities in History \(www.australiancurriculum.edu.au/History/General-capabilities\)](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 understanding and Intercultural understanding focus on ways of being and 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.

In these capabilities in the early years, learning is often described in broad terms, as this is where foundational knowledge and skills are developed, for example, in Intercultural understanding descriptions refer to fundamental concepts related to personal identity and belonging rather than to specific cultural knowledge as these concepts underpin personal dimensions of intercultural understanding

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 learning 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 learning 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.

Capability descriptions include general examples and learning area examples that illustrate ways each general capability has been addressed in specific learning area content descriptions. These can be accessed online by selecting examples at the end of each capability description. As each learning area is published, further examples will be added to illustrate how general capabilities are addressed in that learning area.

All learning continua typically, but not exclusively, align with years of schooling. Stages in each learning continuum are labelled from Levels 1 to 6 to emphasise that the continuum presents a sequence of learning independent of student age. An accompanying statement indicates that the level typically applies to students by the end of a given year of schooling. to show the relationship with learning area content descriptions. .

For Literacy, Level 1 is divided into five sub-levels — Level 1a, 1b, 1c, 1d and 1e. Levels 1a-1d represent the development of early literacy skills with a particular emphasis on communication. Level 1a begins with unintentional communication progressing to intentional symbolic communication at Level 1d. Level 1e begins to focus on the application of literacy skills.

For Numeracy, Level 1 is divided into two sub-levels — Level 1a and 1b to represent the progression from early numeracy to numeracy skills. Level 1a has a particular emphasis on the language of numeracy in everyday contexts and Level 1b an emphasis on the application of numeracy skills. Level 1a assumes students are able to communicate with intent.

Each learning continuum is available online in two views:

- the first shows expected learning across the levels in a table format
- the second shows expected learning for each level in turn, in text format.

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 Literacy, go to [Organising elements](#).

Literacy across the curriculum

Literacy 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.

Some students move slowly between levels or may remain at one level of the learning continuum throughout their schooling. The Literacy learning continuum enables teachers to plan for the teaching of targeted literacy skills through age-equivalent learning area content. The elements of Comprehending and Composing represent the overarching processes of receptive and expressive language and can apply to students at any point in their schooling. The beginning of the learning sequence for these two elements has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the development of communication skills. For more detailed advice on using the Literacy continuum to personalise learning go to [Student Diversity](#).

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 find where Literacy has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Literacy depending on their choice of activities and the individual learning needs of their students. 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>)
- [Literacy in Mathematics](#)
(www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- [Literacy in Science](#)
(www.australiancurriculum.edu.au/Science/General-capabilities)
- [Literacy in History](#)
(<http://www.australiancurriculum.edu.au/History/General-capabilities>)

Background

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

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.

Language, verbal or non-verbal, is critical for the development of literacy skills. The ability to communicate enables learning across the curriculum, the school day and life outside of school. Development of communication can provide a way for students with a disability to access age-equivalent content and promote education equality (Browder and Spooner 2011). In many cases, developing literacy skills supports the development of communication skills and vice versa. This is the case for students who use augmentative and alternative communication as well as students who use speech to communicate (Speech Pathology Australia 2012).

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, Literacy 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:

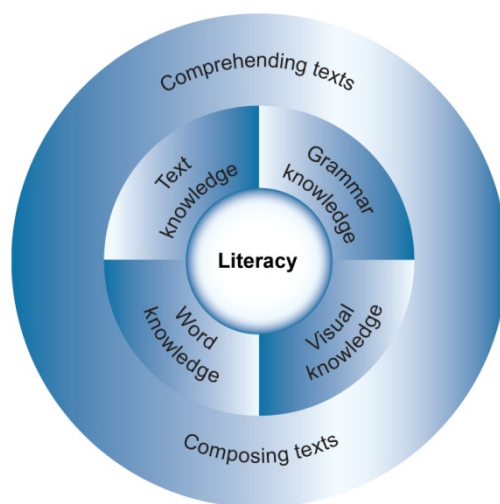
Literacy Continuum	Australian Curriculum: English	
	Language	Literacy
Comprehending texts through listening, reading and viewing	Expressing and developing ideas	Interpreting, analysing, evaluating
Composing texts through speaking, writing and creating	Language for interaction	Interacting with others 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. Texts include all forms of Augmentative and Alternative Communication (AAC), for example gesture, signing, real objects, photographs, pictographs and Braille. 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 is about receptive language and involves students using skills and strategies to access and interpret spoken, written, visual and multimodal texts. It involves students navigating, reading and viewing texts using applied topic knowledge, vocabulary, word and visual knowledge. It involves students listening and responding to spoken audio and multimodal texts, including listening for information, listening to carry out tasks and listening as part of participating in classroom activities and discussions. It also involves students using a range of strategies to comprehend, interpret and analyse these texts, including retrieving and organising literal information, making and supporting inferences and evaluating information points of view. In developing and acting with literacy, students:

- listen and respond to learning area texts
- read and view learning area texts
- interpret and analyse learning area texts.

The element of Comprehending texts can apply to students at any point in their schooling. The beginning of the learning sequence for this element has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the early development of communication skills. The descriptions for Comprehending texts at these levels apply across the elements of Text knowledge, Grammar knowledge, Word knowledge and Visual knowledge.

Composing texts through speaking, writing and creating

This element is about expressive language and involves students composing different types of texts for a range of purposes as an integral part of learning in all curriculum areas. These texts include spoken, written, visual and multimodal texts that explore, communicate and analyse information, ideas and issues in the learning areas. The element involves students creating formal and informal texts as part of classroom learning experiences including group and class discussions, talk that explores and investigates learning area topics, and formal and informal presentations and debates. In developing and acting with literacy, students:

- compose spoken, written, visual and multimodal learning area texts
- use language to interact with others
- deliver presentations.

The element of Composing texts can apply to students at any point in their schooling. The beginning of the learning sequence for this element has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the development of communication skills. The descriptions for Composing texts at these levels apply across the elements of Text knowledge, Grammar knowledge, Word knowledge and Visual knowledge.

Text knowledge

This element involves students understanding how the spoken, written, visual and multimodal texts they compose and comprehend are structured to meet the range of purposes needed in the curriculum areas. It involves understanding the different types of text structures that are used within curriculum disciplines to present information, explain processes and relationships, argue and support points of view and investigate issues. The element also involves understanding how whole texts are made cohesive through various grammatical features that link and strengthen the text's internal structure. In developing and acting with literacy, students:

- use knowledge of text structures
- use knowledge of text cohesion.

Grammar knowledge

This element involves students understanding the role of grammatical features in the construction of meaning in the texts they compose and comprehend. It involves understanding how different types of sentence structures present, link and elaborate ideas, and how different types of words and word groups convey information and represent ideas in the learning areas. The element also includes understanding the grammatical features through which opinion, evaluation, point of view and bias are constructed in texts. In developing and acting with literacy, students:

- use knowledge of sentence structures
- use knowledge of words and word groups
- express opinion and point of view.

Word knowledge

This element involves students understanding the increasingly specialised vocabulary and spelling needed to compose and comprehend learning area texts. It includes the development of strategies and skills for acquiring a wide topic vocabulary in the learning areas and the capacity to spell the relevant words accurately. In developing and acting with literacy, students:

- understand learning area vocabulary
- use spelling knowledge.

Visual knowledge

This element involves students understanding how visual information contributes to the meanings created in learning area texts. It includes interpreting still and moving images, graphs, tables, maps and other graphic representations, and understanding and evaluating how images and language work together in distinctive ways in different curriculum areas to present ideas and information in the texts they compose and comprehend. In developing and acting with literacy, students:

- understand how visual elements create meaning.

Comprehending texts through listening, reading and viewing

Level 1a	Level 1b	Level 1c	Level 1d
Students:	Students:	Students:	Students:
Comprehend texts			
<p>use <i>behaviours that are not intentionally directed at another person</i> to:</p> <ul style="list-style-type: none"> attend to, respond to or show interest in familiar people, texts, events and activities 	<p>use <i>informal behaviours</i> that show consistent anticipation of events in regular routines to:</p> <ul style="list-style-type: none"> attend consistently to familiar texts respond consistently to social interactions with familiar people demonstrate anticipation of predictable events respond to questions respond to requests 	<p>use <i>conventional behaviours</i> and/or <i>concrete symbols</i> consistently in an increasing range of environments and with familiar and unfamiliar people to:</p> <ul style="list-style-type: none"> respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task respond to texts with familiar structures, for example by responding to a question respond to requests 	<p>use <i>conventional behaviours</i> and/or <i>abstract symbols</i> consistently in different contexts and with different people to:</p> <ul style="list-style-type: none"> work out the meaning of texts with familiar structures, such as illustrated books, printed words, Braille texts and pictographs, using knowledge of context and vocabulary respond to questions, sequence events and identify information from texts with familiar structures use information in texts to explore a topic

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:

Navigate, read and view learning area texts

<p>navigate, read and view simple texts with familiar vocabulary and supportive illustrations</p> <p>Examples</p> <ul style="list-style-type: none"> using beginning knowledge of layout, context, vocabulary, grammar, phonics, visuals, and simple navigating functions on tablets and personal computers <p>English ACELY1649</p> <p>Science ACSSU002</p> <p>History ACHHS018</p>	<p>navigate, read and view texts with illustrations and simple graphics</p> <p>Examples</p> <ul style="list-style-type: none"> using and combining developing knowledge of layout, context, vocabulary, grammar, phonics and visuals, layout and navigational tools such as menu bars and icons <p>English ACELY1669</p> <p>Mathematics ACMNA030</p> <p>Science ACSSU030</p> <p>History ACHHK044</p>	<p>navigate, read and view different types of texts with illustrations and more detailed graphics</p> <p>Examples</p> <ul style="list-style-type: none"> using and combining increasing knowledge of page and screen layout, context, vocabulary, grammar, phonics and visuals including icons and buttons <p>English ACELY1691</p> <p>Mathematics ACMNA080</p> <p>Science ACSSU072</p> <p>History ACHHK077</p>	<p>navigate, read and view subject-specific texts with some challenging features and a range of graphic representations</p> <p>Examples</p> <ul style="list-style-type: none"> applying advanced knowledge of layout, context, vocabulary, grammar and visuals including home pages and sub-pages to aid navigation and use <p>English ACELY1712</p> <p>Mathematics ACMMG137</p> <p>Science ACSSU094</p> <p>History ACHHK113</p>	<p>navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations</p> <p>Examples</p> <ul style="list-style-type: none"> applying detailed and specific knowledge of layout, context, vocabulary, grammar, visuals <p>English ACELY1733</p> <p>Mathematics ACMNA187</p> <p>Science ACSSU149</p> <p>History ACDSEH009</p>	<p>navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations</p> <p>Examples</p> <ul style="list-style-type: none"> applying detailed and extensive knowledge of layout, context, vocabulary, grammar and visuals <p>English ACELY1753</p> <p>Mathematics ACMMG245</p> <p>Science ACSSU184</p> <p>History ACDSEH107</p>
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Listen and respond to learning area texts

listen and respond to brief questions and one and two	listen to two or more step instructions for undertaking	listen to spoken instructions with some detail for	listen to detailed spoken instructions for undertaking	listen to extended spoken and audio texts, respond to	listen to a range of extended spoken and audio texts and
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Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud	learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud	undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud	learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented	and interpret stated and implied meanings, and evaluate information and ideas	respond to, interpret and evaluate ideas, information and opinions
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> commenting on a text read aloud 	<ul style="list-style-type: none"> recalling information from a text read aloud 	<ul style="list-style-type: none"> listing information recalled from an audio text 	<ul style="list-style-type: none"> interrogating ideas presented in a group discussion 	<ul style="list-style-type: none"> making inferences from information presented in a spoken text 	<ul style="list-style-type: none"> identifying and challenging unstated assumptions in a spoken text
English ACELY1646	English ACELY1668	English ACELY1688	English ACELY1709	English ACELY1730	English ACELY1750
Mathematics ACMSP011	Mathematics ACMNA030	Mathematics ACMNA077	Science ACSIS232	Science ACSIS140	Science ACSIS205
Science ACSSU004	Science ACSSU032	Science ACSSU072	History ACHHK113	History ACHHS153	History ACHHS190
History ACHHK004	History ACHHK046	History ACHHK077			
Interpret and analyse learning area texts					
interpret simple texts using comprehension strategies	interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies	interpret literal information and make inferences to expand topic knowledge using comprehension strategies	interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies	interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies
Examples	Examples	Examples	Examples	Examples	Examples

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<ul style="list-style-type: none"> relating information to own experience, sequencing events, and drawing on information in illustrations 	<ul style="list-style-type: none"> drawing on prior knowledge, and interpreting illustrations and simple graphics 	<ul style="list-style-type: none"> linking print text and graphics, asking and answering questions and finding the main idea 	<ul style="list-style-type: none"> linking and summarising information from different sources 	<ul style="list-style-type: none"> checking the credibility of sources 	<ul style="list-style-type: none"> identifying embedded perspectives and evaluating supporting evidence
English ACELY1650	English ACELY1670	English ACELY1692	English ACELY1713	English ACELY1734	English ACELY1754
Mathematics ACMSP011	Mathematics ACMNA033	Mathematics ACMNA080	Mathematics ACMNA123	Mathematics ACMNA188	Mathematics ACMSP253
Science ACSSU002	Science ACSHE035	Science ACSSU073	Science ACSIS221	Science ACSHE227	Science ACSIS205
History ACHHS018	History ACHHS048	History ACHHK078	History ACHHK115	History ACHHS154	History ACHHS188

Composing texts through speaking, writing and creating

Level 1a Students:	Level 1b Students:	Level 1c Students:	Level 1d Students:
Compose texts			
<p>use <i>behaviours that are not intentionally directed at another person</i> to:</p> <ul style="list-style-type: none"> • refuse or reject • reflect a preference or desire • reflect state of wellbeing, for example contentment, joy, worry, pain • reflect a physical state, for example hot, cold, nausea 	<p>use <i>informal behaviours</i> to intentionally communicate a single message consistently in familiar environments with familiar people, such as to:</p> <ul style="list-style-type: none"> • refuse or reject • express a preference • request the continuation of an activity • request something new • request more • request attention 	<p>use <i>conventional behaviours</i> and/or <i>concrete symbols</i> to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to:</p> <ul style="list-style-type: none"> • refuse or reject • request items, people or events present at the time • create texts, for example to comment on a recent event, story or shared experience 	<p>use <i>conventional behaviours</i> and/or <i>abstract symbols</i> consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people to:</p> <ul style="list-style-type: none"> • create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs • comment on people, events and objects in the past, present and future and to ask questions • convey knowledge about learning area topics

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Compose spoken, written, visual and multimodal learning area texts					
compose short learning area texts, with support, to record and report ideas and events	compose and edit a small range of learning area texts	compose and edit a range of learning area texts	compose and edit learning area texts	compose and edit longer sustained learning area texts	compose and edit longer and more complex learning area texts

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples incorporating: <ul style="list-style-type: none"> expressive language such as speech or sign early writing knowledge drawing and other visual elements 	Examples incorporating: <ul style="list-style-type: none"> known topic information familiar language structures illustrations and simple graphics 	Examples incorporating: <ul style="list-style-type: none"> known and some researched information some more extended language features illustrations and different types of graphics 	Examples combining: <ul style="list-style-type: none"> information from several sources more formal and extended language features to report information and express opinions a range of graphics 	Examples incorporating: <ul style="list-style-type: none"> researched and analysed information complex language features to explore topics and express and support opinions a wide range of graphics 	Examples incorporating: <ul style="list-style-type: none"> researched and evaluated information complex language features to interpret and analyse challenging and complex issues an extensive range of graphics
English ACELY1651 Mathematics ACMMG010 Science AC SIS233 History ACHHS021	English ACELY1671 Mathematics ACMNA030 Science ACSHE034 History ACHHS053	English ACELY1694 Mathematics ACMMG088 Science AC SIS071 History ACHHS086	English ACELY1714 Mathematics ACMNA122 Science AC SIS110 History ACHHS124	English ACELY1736 Mathematics ACMMG200 Science AC SIS148 History ACHHS156	English ACELY1756 Mathematics ACMSP252 Science AC SIS208 History ACHHS192
Use language to interact with others					
use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts	use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts	use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts	use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts	use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts	use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples <ul style="list-style-type: none"> sharing likes and dislikes 	Examples <ul style="list-style-type: none"> sharing ideas for conducting an investigation 	Examples <ul style="list-style-type: none"> discussing data gathered in an investigation 	Examples <ul style="list-style-type: none"> comparing solutions to a problem 	Examples <ul style="list-style-type: none"> considering data and sharing and supporting opinions 	Examples <ul style="list-style-type: none"> participating in a formal debate on an aspect of a topic being studied
English ACELY1646 Mathematics ACMNA289 Science AC SIS011 History ACHHK004	English ACELY1666 Mathematics ACMSP047 Science AC SIS037 History ACHHS049	English ACELY1688 Mathematics ACMSP092 Science AC SIS065 History ACHHS082	English ACELY1709 Mathematics ACMSP147 Science AC SIS110 History ACHHS125	English ACELY1730 Mathematics ACMSP205 Science AC SIS140 History ACHHS157	English ACELY1750 Mathematics ACMSP253 Science AC SIS208 History ACHHS193
Deliver presentations					
plan and deliver short presentations related to learning area topics	plan, 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 to suit different audiences	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 more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience
Examples <ul style="list-style-type: none"> giving recounts of an experience 	Examples <ul style="list-style-type: none"> recounting steps in a task 	Examples <ul style="list-style-type: none"> providing researched information about a topic 	Examples <ul style="list-style-type: none"> explaining results of a group task 	Examples <ul style="list-style-type: none"> describing a process and explaining its results 	Examples <ul style="list-style-type: none"> providing evidence-based arguments to justify a

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
		being studied			position
English ACELY1647	English ACELY1667	English ACELY1689	English ACELY1710	English ACELY1731	English ACELY1751

Text knowledge

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Use knowledge of text structures					
use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support	use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support	use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts	use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes	use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others	use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> selecting an informative text to find information 	<ul style="list-style-type: none"> creating a recount of steps in a process in sequence 	<ul style="list-style-type: none"> creating an information report to present researched information 	<ul style="list-style-type: none"> creating a multimodal text to explain a process or set of events 	<ul style="list-style-type: none"> adapting digital text elements to create a persuasive text 	<ul style="list-style-type: none"> creating a multimodal text to present, argue and justify a course of action
English ACELA1430	English ACELA1463	English ACELA1490	English ACELA1518	English ACELA1543	English ACELA1566

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Mathematics ACMNA289 Science AC SIS011 History ACHHS021	Mathematics ACMNA030 Science AC SIS042 History ACHHS053	Mathematics ACMNA082 Science AC SIS071 History ACHHS086	Mathematics ACMSP148 Science AC SIS110 History ACHHS124	Mathematics ACMNA189 Science AC SIS148 History ACHHS156	Mathematics ACMSP246 Science AC SIS208 History ACHHS192
<u>Mathematics examples</u> <ul style="list-style-type: none"> patterns simple statements of comparison days of the week yes/no questions 	<u>Mathematics examples</u> <ul style="list-style-type: none"> calendars simple maps word problems reports of steps in a process data displays such as lists and graphs 	<u>Mathematics examples</u> <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 	<u>Mathematics examples</u> <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 	<u>Mathematics examples</u> <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 	<u>Mathematics examples</u> <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
<u>Science examples</u> <ul style="list-style-type: none"> questions and answers statements of 	<u>Science examples</u> <ul style="list-style-type: none"> reports of steps in a process 	<u>Science examples</u> <ul style="list-style-type: none"> reports of a process information reports of 	<u>Science examples</u> <ul style="list-style-type: none"> reports and evaluations of investigations 	<u>Science examples</u> <ul style="list-style-type: none"> reports and evaluations of individual and group 	<u>Science examples</u> <ul style="list-style-type: none"> reports and evaluations of investigations

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>observations</p> <ul style="list-style-type: none"> drawings to represent ideas 	<ul style="list-style-type: none"> descriptions of observations annotated diagrams of observed objects or living things sequential explanations, for example explaining personal growth and changes from birth, life stages in animals 	<p>procedures on how to design objects or processes</p> <ul style="list-style-type: none"> annotated diagrams that illustrate relationships or processes descriptions of observed objects, living things or phenomena causal explanations, for example explaining how the properties and use of materials could lead to pollution 	<ul style="list-style-type: none"> 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 effect of a change state caused by heating and cooling familiar substances 	<p>investigations</p> <ul style="list-style-type: none"> factual reports using multi-source research persuasive texts to argue for a particular course of action discussion texts with supporting evidence to present both sides of a contentious issue and a conclusion 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 	<ul style="list-style-type: none"> 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 that, for example, present a point of view on a contentious issue with supporting evidence theoretical explanations, for example explaining the relationship between DNA, genes and chromosomes using models and diagrams
<u>History examples</u>	<u>History examples</u>	<u>History examples</u>	<u>History examples</u>	<u>History examples</u>	<u>History examples</u>
<ul style="list-style-type: none"> simple sequences of familiar objects and events questions and answers 	<ul style="list-style-type: none"> historical retellings of an event narratives built around historical events 	<ul style="list-style-type: none"> historical reports of an event historical narratives told from a particular 	<ul style="list-style-type: none"> historical recounts of a series of events with some summative commentary historical narratives that 	<ul style="list-style-type: none"> historical recounts of a series of events with some summative commentary historical narratives that 	<ul style="list-style-type: none"> historical recounts of a series of events or developments within a chronological framework with some summative or

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<ul style="list-style-type: none"> narratives about the past 	<ul style="list-style-type: none"> descriptions of historical people and places 	<p>perspective</p> <ul style="list-style-type: none"> descriptions of an historical figure or place 	<p>retell past events, for example from a particular personal or cultural perspective</p> <ul style="list-style-type: none"> 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 	<p>retell past events, for example from a particular personal or cultural perspective</p> <ul style="list-style-type: none"> detailed descriptions, for example of particular places from the past demonstrating use of evidence from sources explanations that, for example, present the causes of an event discussion texts with supporting evidence 	<p>evaluative commentary</p> <ul style="list-style-type: none"> explanations that, for example, 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 that, for example, present historical arguments with supporting evidence
Use knowledge of text cohesion					
use beginning knowledge of how language is used to comprehend and compose written texts with support	use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts	use knowledge of how texts are made cohesive through linking words and phrases, for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns to comprehend and compose texts	use knowledge of how cohesive links can be made in texts through omitting and replacing words	use knowledge of word functions to make connections in texts	use knowledge of how the cohesion in texts is improved by strengthening the internal structure
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> using spaces between 	<ul style="list-style-type: none"> using synonyms when 	<ul style="list-style-type: none"> retelling a sequence of 	<ul style="list-style-type: none"> substituting a general 	<ul style="list-style-type: none"> sequencing a text (firstly), 	<ul style="list-style-type: none"> using paragraphing, and

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
words and return sweep when writing	speaking about a topic	events	word for a specific one previously mentioned	developing an argument (therefore) and signalling a conclusion (in conclusion)	providing examples, quotations and substantiation of claims
English ACELA1431 Mathematics ACMNA289 History ACHHK004	English ACELA1464 Mathematics ACMNA030 Science AC SIS042 History ACHHS053	English ACELA1491 Mathematics ACMNA082 Science AC SIS071 History ACHHS086	English ACELA1520 Mathematics ACMNA123 Science AC SIS110 History ACHHS124	English ACELA1809 Mathematics ACMNA189 Science AC SIS148 History ACHHS156	English ACELA1567 Mathematics ACMSP246 Science AC SIS208 History ACHHS192

Grammar knowledge

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Use knowledge of sentence structures					
use simple sentences to record ideas and events with emerging knowledge of word order	use simple and compound sentences to record observations, and make connections between ideas	use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events	use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events	control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions	control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis
Examples	Examples	Examples	Examples	Examples	Examples

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<ul style="list-style-type: none"> using simple sentences to record and report events 	<ul style="list-style-type: none"> linking clauses with a conjunction such as 'and', 'but' or 'so' 	<ul style="list-style-type: none"> using before/after to explain a time relationship 	<ul style="list-style-type: none"> using conjunctions to indicate time (while), manner (as), cause (because), concession (although, while) 	<ul style="list-style-type: none"> using conjunctions such as 'if', 'while' to express logical relationships 	<ul style="list-style-type: none"> reordering clauses or using passive or active voice
English ACELA1435 Mathematics ACMNA005 Science AC SIS012 History ACHHS017	English ACELA1467 Mathematics ACMNA030 Science AC SIS041 History ACHHS054	English ACELA1494 Mathematics ACMNA082 Science AC SIS071 History ACHHS086	English ACELA1522 Mathematics ACMNA123 Science AC SIS110 History ACHHS124	English ACELA1545 Mathematics ACMNA189 Science AC SIS148 History ACHHS156	English ACELA1569 Mathematics ACMSP246 Science AC SIS208 History ACHHS192
Use knowledge of words and word groups					
recognise that texts are made up of words and groups of words that make meaning	recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision	recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas	expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses	recognise and use aspects of language to suggest possibility, probability, obligation and conditionality	develop higher order concepts in academic texts through language features that compact and generalise ideas
Examples <ul style="list-style-type: none"> matching spoken words to written words when reading 	Examples <ul style="list-style-type: none"> using articles and adjectives, such as 'community', 'my local community' 	Examples <ul style="list-style-type: none"> reporting an action such as 'The block slid slowly down the slope' 	Examples <ul style="list-style-type: none"> expanding a verb group such as 'He waited.' 'He/ had been waiting/ for a long time' 	Examples <ul style="list-style-type: none"> using structures such as 'It might have been possible to...' 	Examples <ul style="list-style-type: none"> using nominalisation, technical and abstract vocabulary

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
English ACELA1434 Mathematics ACMNA005 Science ACSYS012 History ACHHS022	English ACELA1465 Mathematics ACMNA030 Science ACSHE034 History ACHHS051	English ACELA1495 Mathematics ACMSP092 Science ACSYS071 History ACHHS086	English ACELA1523 Mathematics ACMNA126 Science ACSYS108 History ACHHS124	English ACELA1546 Mathematics ACMNA189 Science ACSYS145 History ACHHS156	English ACELA1570 Mathematics ACMSP247 Science ACSYS208 History ACHHS192
Express opinion and point of view					
use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes	identify and use language that expresses feelings and opinions, and compares and evaluates people and things	differentiate between the language of opinion and feeling and the language of factual reporting or recording	use subjective, objective and evaluative language, and identify bias	use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer	use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments
Examples <ul style="list-style-type: none"> using simple word choices such as like, love, enjoy 	Examples <ul style="list-style-type: none"> using adjectives to compare two elements (faster, older) and more than two (fastest, oldest) 	Examples <ul style="list-style-type: none"> identifying verbs used to express opinion (think, believe) and report findings (found, observed) 	Examples <ul style="list-style-type: none"> using language to express a point of view, persuade an audience and report an event 	Examples <ul style="list-style-type: none"> identifying evaluations achieved through word choice 	Examples <ul style="list-style-type: none"> identifying evaluations achieved through exaggeration, irony, understatement and parody
English ACELA1429 Science ACSYS012	English ACELA1462 History ACHHS052	English ACELA1489 Mathematics ACMNA082 Science ACSYS065	English ACELA1517 Science ACSYS108 History ACHHS123	English ACELA1542 Science ACSYS139 History ACHHS155	English ACELA1565 Mathematics ACMSP253 Science ACSYS205

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
		History ACHHS085			History ACHHS192

Word knowledge

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Understand learning area vocabulary					
use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts	use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts	use growing subject-specific vocabulary to read, discuss and write about learning area topics	use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning	use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts	use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> using familiar words in a class discussion 	<ul style="list-style-type: none"> using new terms in a spoken report 	<ul style="list-style-type: none"> using new topic vocabulary accurately in a written report 	<ul style="list-style-type: none"> using technical vocabulary to explain a process 	<ul style="list-style-type: none"> using exact terminology to create a detailed description 	<ul style="list-style-type: none"> using vocabulary to express, argue and justify a point of view
English ACELA1437	English ACELA1470	English ACELA1498	English ACELA1515	English ACELA1547	English ACELA1571
Mathematics ACMNA001	Mathematics ACMMG043	Mathematics ACMNA078	Mathematics ACMMG142	Mathematics ACMMG200	Mathematics ACMSP246
Science ACSSU003	Science ACSSU032	Science ACSHE062	Science ACSHE220	Science ACSSU150	Science ACSSU186
History ACHHS019	History ACHHS051	History ACHHS082	History ACHHS123	History ACHHS149	History ACHHS191
Use spelling knowledge					

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
spell words using growing sound and letter knowledge and spell words with regular letter patterns	spell topic words, new words with regular letter patterns and some common irregular words, and recognise meaning relationships between words such as 'play', 'playing', 'playground'	spell topic words, more complex irregular words, regular words and word families containing known letters and letter clusters, and use strategies for attempting unknown words	spell topic words and use word origins, base words, prefixes and suffixes when spelling new words	spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixes and unusual letter combinations to spell correctly	use knowledge of a wide range of English spelling conventions to spell unusual and technical words correctly and to deduce the meanings of unfamiliar words and spell unknown words
Example	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> showing attempts at sound–letter matching to spell new words 	<ul style="list-style-type: none"> spelling known words accurately and consistently 	<ul style="list-style-type: none"> writing new topic words with growing accuracy 	<ul style="list-style-type: none"> demonstrating good spelling knowledge in attempts at unknown words 	<ul style="list-style-type: none"> showing great consistency and accuracy in spelling 	<ul style="list-style-type: none"> spelling accurately on almost all occasions
English ACELA1758 Mathematics ACMNA002 Science ACSIS012 History ACHHS021	English ACELA1471 Science ACSIS042 History ACHHS054	English ACELA1779 Science ACSIS071 History ACHHS086	English ACELA1526 Science ACSIS110 History ACHHS124	English ACELA1549 Science ACSIS148 History ACHHS156	English ACELA1573 Science ACSIS208 History ACHHS192

Visual knowledge

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Understand how visual elements create meaning					
recognise the different meanings of words and images in imaginative and	describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the	identify the effects of choices in the construction of images, including framing and	explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to	analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as	evaluate the impact of different visual choices in the composition of images, including symbolic images

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
informative texts	accompanying print text	composition	understanding of factual information in texts	advertisements and informative texts draw on and allude to other texts to enhance meaning	and movement of camera or light, to achieve different nuances
Examples <ul style="list-style-type: none"> identifying an object in a text in word and illustration 	Examples <ul style="list-style-type: none"> identifying added information provided by an image 	Examples <ul style="list-style-type: none"> identifying the relationship between elements in an image 	Examples <ul style="list-style-type: none"> selecting a graph to present information 	Examples <ul style="list-style-type: none"> explaining the impact of an image 	Examples <ul style="list-style-type: none"> identifying the most effective image to include in a report
English ACELA1786 Mathematics ACMNA005 Science AC SIS233 History ACHHS022	English ACELT1587 Mathematics ACMSP050 Science AC SIS042 History ACHHS054	English ACELA1496 Mathematics ACMSP097 Science AC SIS071 History ACHHS087	English ACELA1524 Mathematics ACMSP147 Science AC SIS107 History ACHHS125	English ACELT1628 Mathematics ACMSP292 Science AC SIS144 History ACHHS157	English ACELA1572 Mathematics ACMSP250 Science AC SIS208 History ACHHS193

Numeracy

Introduction

In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other 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 numerate population is critical in ensuring the nation's ongoing prosperity, productivity and workforce participation.

Scope of the Numeracy

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, other learning areas and the wider world, and encourage them to use their mathematical skills broadly.

For a description of the organising elements for Numeracy, 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 general mathematical skills in a wide range of familiar and unfamiliar situations.

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' general mathematical knowledge and skills
- use the language of numeracy in their teaching as appropriate.

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

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 find where Numeracy has been identified in F–10 curriculum content. 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)
(www.australiancurriculum.edu.au/English/General-capabilities)
- [Numeracy in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities) (www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- [Numeracy in Science](http://www.australiancurriculum.edu.au/Science/General-capabilities)
(www.australiancurriculum.edu.au/Science/General-capabilities)
- [Numeracy in History](http://www.australiancurriculum.edu.au/History/General-capabilities) (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).

The approach to the Numeracy capability, reflected in an optimal approach taken in schools, is informed by aspects of numeracy that were highlighted in the literature, including that:

- mathematics that people use in context is better understood than mathematics taught in isolation (Carragher, Carragher and Schliemann 1985; Zevenbergen and 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 and Hogan 2005).

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Organising elements

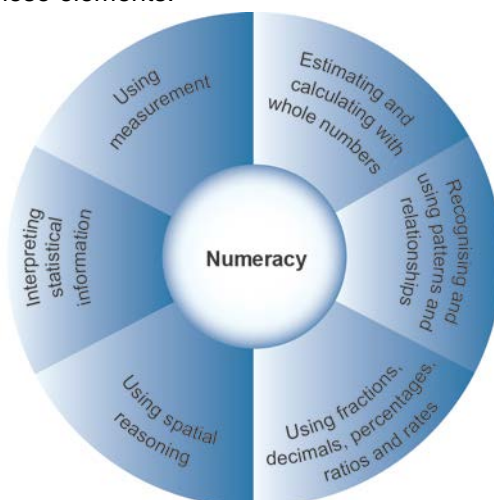
The Numeracy learning continuum is organised into six interrelated elements:

- Estimating and calculating with whole numbers
- Recognising and using patterns and relationships
- Using fractions, decimals, percentages, ratios and rates
- Using spatial reasoning
- Interpreting 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
Estimating and calculating with whole numbers	Number and Algebra Measurement and Geometry
Recognising and using patterns and relationships	Number and Algebra Statistics and Probability
Using fractions, decimals, percentages, ratios and rates	Number and Algebra Measurement and Geometry
Using spatial reasoning	Measurement and Geometry
Interpreting statistical information	Statistics and Probability
Using measurement	Measurement and Geometry

The diagram below sets out these elements.



Organising elements for Numeracy

Estimating and calculating with whole numbers

This element involves students using numbers for different purposes. Students apply skills in estimating and calculating with whole numbers to solve and model everyday problems in a wide range of authentic contexts using efficient mental, written and digital strategies. They identify situations where money is used and apply their knowledge of the value of money to purchasing, budgeting and justifying the use of money. In developing and acting with numeracy, students:

- understand and use numbers in context
- estimate and calculate
- use money.

Recognising and using patterns and relationships

This element involves students identifying trends and describing and using a wide range of rules and relationships to continue and predict patterns. Students apply their understanding of patterns and relationships when solving problems in authentic contexts.

Using fractions, decimals, percentages, ratios and rates

This element involves students 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 visualise, order and describe shapes and objects using their proportions and the relationships of ratios, rates and percentages to solve problems in authentic contexts. In developing and acting with numeracy, students:

- interpret proportional reasoning
- apply proportional reasoning.

Using spatial reasoning

This element involves students in making sense of the space around them. Students visualise, identify and sort shapes and objects, describing their key features in the environment. They use symmetry, shapes and angles to solve problems in authentic contexts and interpret maps and diagrams, using scales, legends and directional language to identify and describe routes and locations. In developing and acting with numeracy, students:

- visualise 2D shapes and 3D objects
- interpret maps and diagrams.

Interpreting statistical information

This element involves students gaining familiarity with the way statistical information is represented through solving problems in authentic contexts that involve collecting, recording, displaying, comparing and evaluating the effectiveness of data displays of various types. Students use appropriate language and numerical representations when explaining the outcomes of chance events. In developing and acting with numeracy, students:

- interpret data displays
- interpret chance events.

Using measurement

This element involves students learning about measurement of length, area, volume, capacity, time and mass. Students estimate, measure, compare and calculate using metric units when solving problems in authentic contexts. They read clocks and convert between time systems, identify and sequence dates and events using a calendar and use timetables for a variety of purposes. In developing and acting with numeracy, students:

- estimate and measure with metric units
- operate with clocks, calendars and timetables.

Estimating and calculating with whole numbers

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Understand and use numbers in context						
demonstrate concepts of counting using every day experiences	connect and order number names, numerals and groups of objects using numbers up to two digits	model, represent, order and use numbers up to four digits	model, represent, order and use numbers up to five digits	identify, describe and use numbers larger than one million	compare, order and use positive and negative numbers to solve everyday problems	use different ways to represent very large and very small numbers including scientific notation
Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> showing anticipation that something will happen on the count of 1, 2, 3 	<ul style="list-style-type: none"> sorting numbered objects into ascending order or identifying how many members there are in the school sport's team 	<ul style="list-style-type: none"> estimating growth of living things and representing prediction by making a chart 	<ul style="list-style-type: none"> estimating the quantity of supplies for the First Fleet 	<ul style="list-style-type: none"> estimating and comparing population growth of the twentieth century in different countries or states of Australia 	<ul style="list-style-type: none"> recording different boiling and freezing points in an experiment 	<ul style="list-style-type: none"> comparing the Gross Domestic Product (GDP) of nations or representation of atoms in different materials
	Mathematics ACMNA001 Science ACSSU003 History ACHHS015	English ACELA1466 Mathematics ACMNA027 Science ACSYS038	Mathematics ACMNA073 Science ACSSU075 History ACHHS081	Mathematics ACMNA123 Science ACSSU078 History ACHHS116	Mathematics ACMNA280 Science ACSYS141 History ACDSEH071	Mathematics ACMNA210 Science ACSSU184 History ACDSEH147

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
		History ACHHS047				
Estimate and calculate						
recognise the effects of adding to and taking away from a collection of objects	solve everyday addition and share stories	estimate the solution to a problem and then calculate the answer	estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts	solve problems and check calculations using efficient mental and written strategies	solve complex problems by estimating and calculating using efficient mental, written and digital strategies	solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies
Examples <ul style="list-style-type: none"> recognising that a pile of books gets bigger when adding to it 	Examples <ul style="list-style-type: none"> modelling a number story on a favourite book or multimedia presentation 	Examples <ul style="list-style-type: none"> calculating the total for two purchases at the school canteen 	Examples <ul style="list-style-type: none"> calculating the difference between the number of convicts who left Britain on the First Fleet and the number who arrived in Australia 	Examples <ul style="list-style-type: none"> measuring and estimating the growth of plants 	Examples <ul style="list-style-type: none"> calculating the running costs of a range of household appliances with different energy ratings 	Examples <ul style="list-style-type: none"> using statistics to predict trends such as the use of social media in different age groups
	Mathematics ACMNA004	Mathematics ACMNA030	Mathematics ACMNA076	Mathematics ACMNA128	Mathematics ACMNA183	Mathematics ACMNA232

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Use money						
identify situations that involve the use of money	recognise the different value of coins and notes in the Australian monetary system	identify and use combinations of coins and notes for simple purchases	estimate the change from simple purchases	create simple financial plans, budgets and cost predictions	identify and justify 'best value for money' decisions	evaluate financial plans to support specific financial goals
Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> using pictures of the local community to identify places where money can be used 	<ul style="list-style-type: none"> naming the value of different coins and notes 	<ul style="list-style-type: none"> selecting the right money to buy lunch from the school canteen 	<ul style="list-style-type: none"> working out change from \$5 when buying a drink 	<ul style="list-style-type: none"> creating a simple budget for a birthday party for 10 friends 	<ul style="list-style-type: none"> comparing different phone plans and presenting a reason for purchasing the chosen plan 	<ul style="list-style-type: none"> developing a budget/ financial plan to save for a desired item taking into account the interest earned
	Mathematics ACMNA001	Mathematics ACMNA034	Mathematics ACMNA080	Mathematics ACMNA106	Mathematics ACMNA174	Mathematics ACMNA211

Recognising and using patterns and relationships

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
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1a	1b	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Recognise and use patterns and relationships						
recognise simple patterns in everyday contexts	describe and continue patterns	identify, describe and create everyday patterns	identify and describe trends in everyday patterns	identify and describe pattern rules and relationships that help to identify trends	identify trends using number rules and relationships	explain how the practical application of patterns can be used to identify trends
Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> recognising patterns in games, music, artwork 	<ul style="list-style-type: none"> continuing simple patterns using different colours or repeating a pattern in music 	<ul style="list-style-type: none"> creating a pattern based on the petal structure of a flower 	<ul style="list-style-type: none"> creating a pattern that could be used to produce a mosaic 	<ul style="list-style-type: none"> survey dates in a local cemetery to find clues about patterns of settlement 	<ul style="list-style-type: none"> using fuel consumptions vs. distance data to determine patterns of a vehicle's fuel consumption 	<ul style="list-style-type: none"> using mobile phone bills to identify usage trends
	English ACELT1579 Mathematics ACMNA005 Science ACSSU004 History ACHHK001	English ACELT1592 Mathematics ACMNA035 Science ACSSU019 History ACHHS047	Mathematics ACMNA081 Science ACSHE061 History ACHHS081	Mathematics ACMNA133 Science AC SIS107 History ACHHS117	Science AC SIS145 History ACHHS148	Mathematics ACMNA208 Science AC SIS169 History ACDSEH145

Using fractions, decimals, percentages, ratios and rates

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Interpret proportional reasoning						
recognise a 'whole' and 'parts of a whole' within everyday contexts	recognise that a whole object can be divided into equal parts	visualise and describe halves and quarters	visualise, describe and order tenths, hundredths, 1-place and 2-place decimals	visualise, describe and order equivalent fractions, decimals and simple percentages	visualise and describe the proportions of percentages, ratios and rates	illustrate and order relationships for fractions, decimals, percentages, ratios and rates
Examples <ul style="list-style-type: none"> separating objects or dividing materials into non-equal parts 	Examples <ul style="list-style-type: none"> fold or cut a shape into equal parts 	Examples <ul style="list-style-type: none"> cutting an item of food in half and then half again 	Examples <ul style="list-style-type: none"> putting the amounts of money raised by different classes in a school fundraiser into order 	Examples <ul style="list-style-type: none"> explaining how to make a drink using 20% fruit, 30% lemonade and 50% fruit juice 	Examples <ul style="list-style-type: none"> explaining the sizes of different cultural groups as proportions of the population of the local community 	Examples <ul style="list-style-type: none"> calculating and plotting the savings made on a variable interest rate mortgage for the past 5 years
		Mathematics ACMNA033	Mathematics ACMNA079	Mathematics ACMNA131	Mathematics ACMNA173	Mathematics ACMNA208
Apply proportional reasoning						
Level 1b is the starting point for this sub-element	identify quantities such as more, less and the same in everyday comparisons	solve problems using halves and quarters	solve problems using equivalent fractions for tenths, hundredths, 1-place and 2-place decimals	solve problems using equivalent fractions, decimals and simple percentages	solve problems using simple percentages, ratios and rates	solve problems involving fractions, decimals, percentages, ratios and rates

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
	Examples <ul style="list-style-type: none"> pouring a liquid equally into two containers or identifying that one storage container is larger than another 	Examples <ul style="list-style-type: none"> using kitchen measuring equipment to show 2 half cup measures can be used instead of a 1 cup measure 	Examples <ul style="list-style-type: none"> finding the time difference between the fastest and slowest times for a class Beep test 	Examples <ul style="list-style-type: none"> using migration statistics to show which 50-year period in Australia's history had the largest percentage of growth 	Examples <ul style="list-style-type: none"> comparing and contrasting trends in migration from Asian countries to Australia since World War II 	Examples <ul style="list-style-type: none"> using proportional reasoning to assess the impact of changes in society and significant events, for example population loss from the 1919 influenza epidemic
	Mathematics ACMNA003	Mathematics ACMNA016	Mathematics ACMNA077	Mathematics ACMNA103	Mathematics ACMNA187	Mathematics ACMNA208

Using spatial reasoning

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Visualise 2D shapes and 3D objects						
sort or match objects according to their	sort and name simple 2D shapes and 3D	identify, sort and describe common	visualise, sort, identify and describe	visualise, sort, describe and compare	visualise, describe and apply their	visualise, describe and analyse the way

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
features	objects	2D shapes and 3D objects	symmetry, shapes and angles in the environment	the features of objects such as prisms and pyramids in the environment	understanding of the features and properties of 2D shapes and 3D objects	shapes and objects are combined and positioned in the environment for different purposes
Examples <ul style="list-style-type: none"> • sorting objects by features of shape, size, colour and function 	Examples <ul style="list-style-type: none"> • grouping 2D shapes and 3D objects by their features, colour and materials 	Examples <ul style="list-style-type: none"> • creating a structure using a variety of shapes 	Examples <ul style="list-style-type: none"> • recording the angles of the shots hit by a batsman in a cricket match 	Examples <ul style="list-style-type: none"> • explaining why some angles are used more frequently in built environments than others 	Examples <ul style="list-style-type: none"> • identifying and explaining key features of architecture in Qing China 	Examples <ul style="list-style-type: none"> • explaining how the design of buildings in the local community reflect their use
creating a structure using a variety of shapes	Mathematics ACMNA005 Science ACSSU003	Mathematics ACMMG022 Science ACSIS038	English ACELA1483 Mathematics ACMMG066 Science ACSSU048	Mathematics ACMMG111 Science ACSSU078	Mathematics ACMMG161	Mathematics ACMMG216
Interpret maps and diagrams						
demonstrate awareness of position of self and objects in relation to everyday contexts	follow directions to demonstrate understanding of common position words and movements	give and follow directions on maps and diagrams of familiar locations	interpret information, locate positions and describe routes on maps and diagrams using simple scales, legends and	identify and describe routes and locations, using grid reference systems and directional language such as north or north	create and interpret 2D and 3D maps, models and diagrams	create and interpret maps, models and diagrams using a range of mapping tools

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
			directional language	east		
Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> following actions to a song or dance 	<ul style="list-style-type: none"> using a diagram or picture as a guide to building a model 	<ul style="list-style-type: none"> using the language of position and movement to direct a friend to a new location 	<ul style="list-style-type: none"> creating and labelling a diagram showing the location of historical features in the local community 	<ul style="list-style-type: none"> using a street map to describe how to locate a friend's house 	<ul style="list-style-type: none"> creating a map showing the expansion of the Mongol Empire across Europe and Asia 	<ul style="list-style-type: none"> using digital mapping tools to show the movement of people in the transatlantic slave trade or convict transportation to Australia
	Mathematics ACMMG010	Mathematics ACMMG044 Science ACSSU033 History ACHHK045	Mathematics ACMMG090 History ACHHK078	English ACELA1524 Mathematics ACMMG113 Science ACSSU096 History ACHHK094	History ACDSEH078	Science ACSSU190 History ACDSEH018

Interpreting statistical information

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Interpret data displays						
display information using real objects or photographs and respond to questions about the information displayed	recognise how to ask and answer simple data questions and interpret data in drawings or picture graphs	collect and describe data on a relevant issue based on one variable and display as lists, tables or picture graphs	collect record and display data as tables, diagrams, picture graphs and column graphs	collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media	compare, interpret and assess the effectiveness of different data displays of the same information	evaluate media statistics and trends by linking claims to data displays, statistics and representative data
Examples <ul style="list-style-type: none"> displaying the most popular activity in the class using photographs 	Examples <ul style="list-style-type: none"> asking class members which football team they support and recording this information using the team logos 	Examples <ul style="list-style-type: none"> construct column graphs and picture graphs to represent the amount of water wasted by a dripping tap over a week 	Examples <ul style="list-style-type: none"> presenting evidence about the foods eaten by animals in a column graph 	Examples <ul style="list-style-type: none"> comparing and discussing line graphs about pulse rates when at rest and after activity 	Examples <ul style="list-style-type: none"> using secondary data to investigate changes in the mean and median rainfalls and water consumption in different locations choosing the most effective data display to compare mean and median rainfalls and water consumption in different locations and justifying 	Examples <ul style="list-style-type: none"> using bar graphs to compare food rations from World War II with their own food consumption

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
					choice of display	
	Mathematics ACMSP011 Science AC SIS014 History ACHHK001	Mathematics ACMSP048 Science AC SIS040 History ACHHS036	Mathematics ACMSP096 Science AC SIS068 History ACHHS087	Mathematics ACMSP147 Science AC SIS107 History ACHHS125	Mathematics ACMSP170 Science AC SIS146 History ACHHS153	Mathematics ACMSP253 Science AC SIS206 History ACHHS189
Interpret chance events						
Level 1b is the starting point for this sub-element	recognise that some events might or might not happen	identify and describe familiar events that involve chance	describe possible outcomes from chance experiments using informal chance language and recognising variations in results	describe chance events and compare observed outcomes with predictions using numerical representations such as a 75% chance of rain or 50/50 chance of snow	describe and explain why the actual results of chance events are not always the same as expected results	explain the likelihood of multiple events occurring together by giving examples of situations when they might happen
	Example <ul style="list-style-type: none"> recognising that it might or might not rain tomorrow 	Examples <ul style="list-style-type: none"> discussing and using the language of chance to describe the likelihood of events such as 'will', 	Examples <ul style="list-style-type: none"> understanding and using terms denoting the likelihood of events, including colloquial terms 	Examples <ul style="list-style-type: none"> comparing and discussing the difference between predicted data and evidence when explaining 	Examples <ul style="list-style-type: none"> predicting and comparing the outcomes of plant-cloning techniques in agriculture 	Examples <ul style="list-style-type: none"> rolling two die and determining the probability of both displaying the same numbered

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
		'won't' and 'might'	such as 'no way', 'for sure'	the outcomes of an investigation		face
		Mathematics ACMSP024 Science AC SIS212	Mathematics ACMSP067 Science AC SIS216	Mathematics ACMSP146 Science ACSHE098	Mathematics ACMSP205 Science AC SIS141	Mathematics ACMSP225

Using measurement

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Estimate and measure with metric units						
use informal language and/or actions to describe characteristics of length, temperature, mass, volume, capacity and area in familiar environments	measure by comparing objects and indicate if these measurements are the same or different	estimate, measure and order using direct and indirect comparisons and informal units to collect and record information about shapes and objects	estimate, measure and compare the length, temperature, volume, capacity and mass of everyday objects using metric units and scaled instruments	choose and use appropriate metric units for length, area, volume, capacity and mass to solve everyday problems	convert between common metric units for volume and capacity and use perimeter, area and volume formulas to solve authentic problems	solve complex problems involving surface area and volume of prisms and cylinders and composite solids
Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> using hand gestures to describe the length of an object 	<ul style="list-style-type: none"> comparing the length of two objects and indicating which one is longer 	<ul style="list-style-type: none"> using informal measures to record observations, compare masses of objects using a balance scale, measure the heights of plants in hand spans 	<ul style="list-style-type: none"> using a thermometer to measure heating and cooling and recording results to the nearest half unit 	<ul style="list-style-type: none"> using measurements from maps, plans and other sources to describe historical buildings and the layout of settlements 	<ul style="list-style-type: none"> estimating and working out the area of a vegetable garden in square metres and calculating how much sugarcane mulch to buy to cover it 	<ul style="list-style-type: none"> working out how much space is taken up by kitchen cupboards in a kitchen design and the area of remaining walls that will need to be painted

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
	Mathematics ACMMG006	Mathematics ACMMG037 Science AC SIS039	Mathematics ACMMG084 Science AC SIS066	Mathematics ACMMG137 Science AC SIS104	Mathematics ACMMG195 Science AC SIS141	Mathematics ACMMG242 Science AC SIS200
Operate with clocks, calendars and timetables						
sequence familiar actions and events in a variety of ways	sequence familiar actions and events using the everyday language of time	read digital and analogue clocks to the half and quarter hour, sequence events by months and seasons and identify a date on a calendar	read digital and analogue clocks to the minute, convert between hours and minutes, use 'am' and 'pm', and use calendars to locate and compare time events	convert between 12- and 24-hour systems to solve time problems, interpret and use timetables from print and digital sources	use 12- and 24-hour systems within a single time zone to solve time problems, and place personal and family events on an extended time scale	use 12- and 24-hour systems within a multiple time zone to solve time problems, use large and small timescales in complex contexts and place historical and scientific events on an extended time scale
Examples <ul style="list-style-type: none"> associating familiar activities with times of the day or days of the week using pictorial, written or 	Examples <ul style="list-style-type: none"> retelling a familiar story or sorting pictures from a familiar event into time order 	Examples <ul style="list-style-type: none"> developing a list for celebrating class birthdays 	Examples <ul style="list-style-type: none"> calculating how many hours are spent at school in the month of July 	Examples <ul style="list-style-type: none"> working out how long it would take to get from home to the airport by bus or train 	Examples <ul style="list-style-type: none"> recording the correct time when creating a new event in a social media website 	Examples <ul style="list-style-type: none"> calculating the correct time differences before phoning an overseas friend

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
technology formats						
	English ACELT1580 Mathematics ACMMG007 Science ACSSU004 History ACHHS015	English ACELY1671 Mathematics ACMMG041 Science ACSSU019 History ACHHK029	Mathematics ACMMG086 Science ACSSU048 History ACHHS081	Mathematics ACMMG139 Science ACSSU096 History ACHHS117	Mathematics ACMNA199 Science ACSSU115 History ACHHS148	Mathematics ACMMG219 Science ACSSU185 History ACHHS182

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.

For a description of the organising elements for ICT capability, go to [Organising elements](#).

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 find where ICT capability has been identified in F–10 curriculum content. 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.

- [Information and communication technology in English](http://www.australiancurriculum.edu.au/English/General-capabilities)
(<http://www.australiancurriculum.edu.au/English/General-capabilities>)
- [Information and communication technology in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
(www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- [Information and communication technology in Science](http://www.australiancurriculum.edu.au/Science/General-capabilities)
(www.australiancurriculum.edu.au/Science/General-capabilities)
- [Information and communication technology in History](http://www.australiancurriculum.edu.au/History/General-capabilities)
(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, the ICT capability needs to take account of 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.

References

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Dede, C. 2009, *Comparing Frameworks for '21st Century Skills'*: www.watertown.k12.ma.us/dept/ed_tech/research/pdf/ChrisDede.pdf (accessed 14 October 2011).

Department for Education 2011, *The National Strategies*: <http://nationalstrategies.standards.dcsf.gov.uk/node/16087> (accessed 14 October 2011).

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International Society for Technology in Education 2007, *Profiles for Technology (ICT) Literate Students*: www.iste.org/Libraries/PDFs/NETS-S_2007_Student_Profiles_EN.sflb.ashx (accessed 14 October 2011).

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Papert, S. 1980, *Mindstorms: Children, Computers and Powerful Ideas*, Harvester Press, New York.

Turkle, S. 1984, *The Second Self: Computers and the Human Spirit*, Simon & Schuster, New York.

WestEd 2009, *Technological Literacy Framework for the 2012 National Assessment of Educational Progress*, WestEd, San Francisco, CA.

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

This element involves students in developing an understanding of intellectual property for digital information, and applying appropriate practices to recognise the intellectual property of themselves and others. Students use appropriate practices for the physical and logical storage and security of digital information, and apply appropriate protocols when using ICT to safely create, communicate or share information. They gain an understanding of the benefits and consequences of the use of ICT by individuals, groups and communities and the impact of the use of ICT on the fabric of society. In developing and acting with information and communication technology capability, students:

- recognise intellectual property
- apply digital information security practices
- apply personal security protocols
- identify the impacts of ICT in society.

Investigating with ICT

This element involves students in using ICT to define and plan information searches of a range of primary and secondary sources when investigating questions, topics or problems. Students use ICT to locate, access, generate, organise and/or analyse data and information and apply criteria to verify the integrity and value of the digital data, information and sources. In developing and acting with information and communication technology capability, students:

- define and plan information searches

- locate, generate and access data and information
- select and evaluate data and information.

Creating with ICT

This element involves students in using ICT to generate ideas, plans and processes that clarify a task or steps in order to respond to questions, realise creative intentions and create solutions to challenges and tasks. Students use ICT to generate and manage digital solutions to challenges arising from learning activities or responding to a need or creative intention. In developing and acting with information and communication technology capability, students:

- generate ideas, plans and processes
- generate solutions to challenges and learning area tasks.

Communicating with ICT

This element involves students in using ICT to communicate and share ideas and information to collaboratively construct knowledge and digital solutions. Students develop an understanding of the context when communicating using ICT, including a sense of the audience, the form of communication, the techniques used and the characteristics of the users and the technologies. In developing and acting with information and communication technology capability, students:

- collaborate, share and exchange
- understand computer mediated communications.

Managing and operating ICT

This element involves students applying technical knowledge and skills to select, use and troubleshoot appropriate digital technologies when investigating, creating and communicating. Students develop an understanding of hardware and software components, and operations of appropriate ICT systems, including their functions, processes, procedures and devices. They apply technical knowledge and skills to efficiently and securely manage and maintain digital data. In developing and acting with information and communication technology capability, students:

- select and use hardware and software
- understand ICT systems
- manage digital data.

Applying social and ethical protocols and practices when using ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Recognise intellectual property					
recognise ownership over their own digital work	recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others	acknowledge when they use digital products created by someone else, and start to indicate the source	identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions	apply practices that comply with legal obligations regarding the ownership and use of digital products resources	identify and describe ethical dilemmas and consciously apply practices that protect intellectual property
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> recognising that they own text, photos and videos they produce 	<ul style="list-style-type: none"> understanding that they should not copy someone else's work without getting permission 	<ul style="list-style-type: none"> explaining where an image was sourced 	<ul style="list-style-type: none"> listing all sources, authors names and URLs of information they use 	<ul style="list-style-type: none"> naming sources, avoiding plagiarism, knowing what may or may not be copied, checking for permissions and legal obligations before publishing of work 	<ul style="list-style-type: none"> understanding that pirating denies musicians payment for their work, understanding Creative Commons licensing
Apply digital information security practices					
follow class rules about using digital information	follow class rules about applying selected standard guidelines and techniques to secure digital	independently apply standard guidelines and techniques for particular digital systems to secure	independently apply strategies for determining and protecting the security of digital information and assess the risks	independently apply strategies for determining the appropriate type of digital information suited to the location of storage and	use a range of strategies for securing and protecting information, assess the risks associated with online environments and

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	information	digital information	associated with online environments	adequate security for online environments	establish appropriate security strategies and codes of conduct
Examples <ul style="list-style-type: none"> participating in a class discussion about why personal information should not be used online 	Examples <ul style="list-style-type: none"> recognising that when logging onto the network they are only able to access their own folders or accounts only logging on to class computer with their own username and password 	Examples <ul style="list-style-type: none"> saving to their own folder or device, logging on to server and email using a personal password 	Examples <ul style="list-style-type: none"> checking whether a friend can access the information, checking whether someone else can find the web link to their online posts, using non-predictable user names and passwords 	Examples <ul style="list-style-type: none"> not storing private information on public online sites, setting user access and privacy parameters 	Examples <ul style="list-style-type: none"> using complex security settings for online sites; varying password structures; separating information with folders or sites and understanding how to modify default parameters within social networking sites
Apply personal security protocols					
follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate	follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences	apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences	identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts	identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities	independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
					communities
Examples <ul style="list-style-type: none"> making a digital recording about their family that does not offend or upset the viewer 	Examples <ul style="list-style-type: none"> messaging only to people they know, only allowing certain people to access their online space; keeping passwords secret; addressing recipients appropriately in emails, videos or posts 	Examples <ul style="list-style-type: none"> sharing personal photographs only in appropriate environments; using polite but impersonal language in posted messages; recognising forms of cyber bullying 	Examples <ul style="list-style-type: none"> understanding the dangers of providing personal information; recognising and reporting cyber bullying; only posting a photo with the owner's permission; not revealing details of identity; avoiding language offensive to particular groups of people; actively avoiding incidences of cyber bullying 	Examples <ul style="list-style-type: none"> forwarding personal communications from friends only with permission; being aware of time zones and differences in meaning of terms and concepts due to location and culture; using the bcc email field; recognising when others are being cyber bullied 	Examples <ul style="list-style-type: none"> analysing possible consequences of posting personal information on social networking sites; taking responsibility for the effect of their communications on other people; using appropriate salutations; adjusting length and formality of message to suit form of communication; independently employing anti-cyber bullying strategies
Identify the impacts of ICT in society					
identify how they use ICT in multiple ways on multiple devices	identify how ICT is used at home and at school	identify the value and role of ICT use at home and school	explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives	explain the benefits and risks of the use of ICT for particular people in work and home environments	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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples <ul style="list-style-type: none"> taking a photo or playing a digital game with a phone, using a simulation or reading an online book on a tablet 	Examples <ul style="list-style-type: none"> identifying how ICT is used in personal communicating, shopping, banking, finding information, keeping class information, online lunch ordering 	Examples <ul style="list-style-type: none"> valuing ICT as a quick method to find information; playing games with friends; taking virtual tours; observing events in real time 	Examples <ul style="list-style-type: none"> ordering food from restaurants using a mobile devices, or scanning QR codes to access information 	Examples <ul style="list-style-type: none"> explaining that Voice Over Internet Protocol (VoIP) allows people to stay in touch, some people's jobs are replaced by computers, worker productivity may increase when computers are used 	Examples <ul style="list-style-type: none"> recognising the potential of enhanced inclusivity for people with disability through ICT, the digital divide, new types of work, globalisation
			Mathematics ACMSP148	English ACELA1528 Mathematics ACMSP284	English ACELA1551 Science ACSHE158

Investigating with ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Define and plan information searches					
use ICT to identify where information is located	use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be	use ICT to plan an information search or generation of information, recognising some pattern	use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide	use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information	select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	investigated	within the information,	searching for, or generating, further information	search or generation	strategies or data generation
Examples <ul style="list-style-type: none"> using icon based programs to locate information 	Examples <ul style="list-style-type: none"> using colour coding and drawing software to show steps in a sequence 	Examples <ul style="list-style-type: none"> listing what information is required and suggesting where it may be located, creating methods of recording data from experiments 	Examples <ul style="list-style-type: none"> using tables, charts and graphic organisers such as concept maps 	Examples <ul style="list-style-type: none"> using graphic organisers to plan a search with links to sources 	Examples <ul style="list-style-type: none"> using wikis or other shared documents; searching databases
	Mathematics ACMMG045 Science AC SIS039 History ACHHK044	Mathematics ACMSP069 Science AC SIS054 History ACHHS068	English ACELY1712 Mathematics ACMSP119 Science AC SIS086 History ACHHS120	Mathematics ACMNA174 Science AC SIS125 History ACHHS208	Science AC SIS165 History ACHHS168
Locate, generate and access data and information					
use icons to locate or generate required information	locate information from a given set of digital sources	locate, retrieve or generate information from a range of digital sources	locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways	locate, retrieve or generate information using search facilities and organise information in meaningful ways	use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
					understandings
Example <ul style="list-style-type: none"> making choices from icon-based menus 	Examples <ul style="list-style-type: none"> locating information following hyperlinks; printing pages; copying and pasting text and images; experimenting in a simulation environment to test decisions 	Examples <ul style="list-style-type: none"> locating information by typing in simple URLs; saving text and images; collecting data from a simulation environment 	Examples <ul style="list-style-type: none"> searching and locating files within school directory; searching across web or within site; organising in folders, tables or databases, using simulations to generate and organise information on real world problems 	Examples <ul style="list-style-type: none"> searching within document – find/search/buttons/tabs; using search strings; accessing primary data through online or local equipment; using simulation tools to test hypotheses to problems 	Examples <ul style="list-style-type: none"> using logical statements such as true/false; searching within fields or for data type; using data logger equipment, digital microscope; using digital models to test and adjust hypotheses to problems
English ACELY1649	English ACELY1660 Mathematics ACMMG045 Science AC SIS026 History ACHHK044	English ACELA1793 Mathematics ACMSP088 Science AC SIS066 History ACHHS078	English ACELY17123 Mathematics ACMSP145 Science AC SIS104 History ACHHS101	English ACELY1733 Mathematics ACMSP284 Science AC SIS129 History ACHHS208	Mathematics ACMSP227 Science AC SIS199 History ACHHS186
Select and evaluate data and information					
explain how located data or information was used	explain the usefulness of located data or information	explain why located data or information was selected	assess the suitability of data or information using a range of appropriate given	assess the suitability of data or information using appropriate own criteria	develop and use criteria systematically to evaluate the quality, suitability and credibility of located data

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
			criteria		or information and sources
Example <ul style="list-style-type: none"> explaining how digital information was used in an activity 	Examples <ul style="list-style-type: none"> explaining how digital information answers a question 	Examples <ul style="list-style-type: none"> explaining why a source of digital information was used or trusted in preference to another 	Examples <ul style="list-style-type: none"> selecting the most useful/reliable/relevant digital resource from a set of three or four alternatives 	Examples <ul style="list-style-type: none"> applying criteria developed for an enquiry or project; considering the adequacy of source of information 	Examples <ul style="list-style-type: none"> comparing objective data from multiple digital sources to evaluate the likely credibility of the information provided
		English ACELA1793 Mathematics ACMNA057 History ACHHS068	English ACELY1704 Mathematics ACMNA128 Science AC SIS087 History ACHHS116	English ACELY1734 Science AC SIS125 History ACDSEH030	Mathematics ACMSP239 Science AC SIS165 History ACHHS187

Creating with ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Generate ideas, plans and processes					
use ICT to follow or contribute to a simple plan for a solution	use ICT to prepare simple plans to find solutions or answers to questions	use ICT to generate ideas and plan solutions	use ICT effectively to record ideas, represent thinking and plan solutions	use appropriate ICT to collaboratively generate ideas and develop plans	select and use ICT to articulate ideas and concepts, and plan the development of complex solutions
Examples <ul style="list-style-type: none"> using online and multimedia short sequence of instructions; contributing to a class digital product plan 	Examples <ul style="list-style-type: none"> drawing simple mind maps using conceptual mapping software; using drawing software to show steps in a sequence 	Examples <ul style="list-style-type: none"> using tables, photos and sketches in planning documents 	Examples <ul style="list-style-type: none"> using timeline software to plan processes; using concept mapping and brainstorming software to generate key ideas; using graphic and audio visual software to record ideas 	Examples <ul style="list-style-type: none"> sharing documents including text, graphics and numbers 	Examples <ul style="list-style-type: none"> using software to create hyperlinks, tables and charts; using design and project planning software
	English ACELY1674	English ACELY1682 Science ACSYS054 History ACHHK078	English ACELY1704 Mathematics ACMNA123 Science ACSYS086	English ACELY1720 Mathematics ACMNA189 Science ACSYS144	English ACELY1751
Generate solutions to challenges and learning area tasks					

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
use ICT as a creative tool to generate simple solutions, modifications or data representations for personal or school purposes	experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes	create and modify simple digital solutions, creative outputs or data representation/transformat ion for particular purposes	independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformat ion for particular audiences and purposes	design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions	Design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes
Examples <ul style="list-style-type: none"> using appropriate software to enter text, images, audio and numbers; editing a class-created digital product; representing a data set in a digital product 	Examples <ul style="list-style-type: none"> using the basic functionality of selected software to manipulate text, images, audio and numbers; representing data numerically or graphically; editing own work and that of others 	Examples <ul style="list-style-type: none"> editing text, images, audio, and video for presentations and story-telling; transforming data between numerical and graphical digital representation; applying editing strategies 	Examples <ul style="list-style-type: none"> manipulating and combining images, text, video and sound for presentations; creating podcasts; applying purposeful editing and refining processes 	Examples <ul style="list-style-type: none"> creating movies, animations, websites and music; programming games; using spread sheets; managing and editing original source materials 	Examples <ul style="list-style-type: none"> modelling solutions in spread sheets, creating movies, animations, websites and music; programming games; using databases; creating web pages for visually impaired users; using advanced functions to manage and edit digital products for desired effects
English ACELY1651 History ACHHS022	English ACELY1664 Mathematics ACMMG042 History ACHHS054	English ACELY1685 Mathematics ACMMG091 History ACHHS071	English ACELT1618 Mathematics ACMSP119 Science ACSIS090	English ACELY1728 Mathematics ACMNA187 Science ACSIS129	English ACELT1773 Mathematics ACMNA229 Science ACSIS203

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
			History ACHHS106	History ACHHS214	History ACHHS193

Communicating with ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Collaborate, share and exchange					
use purposefully selected ICT tools safely to view information shared by trusted adults	use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences	use appropriate ICT tools safely to share and exchange information with appropriate known audiences	select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others	select and use appropriate ICT tools safely to lead groups in sharing and exchanging information, and taking part in online projects or active collaborations with appropriate global audiences	select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> viewing information placed on a secure site by the teacher 	<ul style="list-style-type: none"> using class online discussion board or blog to read and post electronic messages; composing a message 	<ul style="list-style-type: none"> using emails and online discussion boards to read and post electronic 	<ul style="list-style-type: none"> contributing to the content of a wiki; blogging and posting to bulletin boards 	<ul style="list-style-type: none"> setting up a wiki or blog for an associated user group 	<ul style="list-style-type: none"> using online applications and management tools for collaborative projects such as online portals,

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	and sending it with support	messages			wikis; using common social networking tools for strategic purposes
English ACELY1580 History ACHHS022	English ACELY1664 History ACHHS038	English ACELT1794 History ACHHS087	English ACELY1711 Science ACSIS107 History ACHHS125	English ACELA1528 Science ACSIS133 History ACHHS157	Science ACSIS174 History ACHHS175
Understand computer mediated communications					
understand that messages are recorded, viewed or sent in computer mediated communications for others to receive	understand that computer mediated communications may be received later by the receiver	understand that computer mediated communications are directed to an audience for a purpose	understand that particular forms of computer mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications	understand that there are various methods of collaboration through computer mediated communications that vary in form and control	understand that computer mediated communications have advantages and disadvantages in supporting active participation in a community of practice and the management of collaboration on digital materials
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> understanding that a response to a question on an online environment will be received by the 	<ul style="list-style-type: none"> understanding that a communication on a blog may be viewed later by other students 	<ul style="list-style-type: none"> understanding that a text message may be sent to one or more persons 	<ul style="list-style-type: none"> understanding differences in the characteristics, features and use of Skype compared with 	<ul style="list-style-type: none"> understanding the characteristics, features and use of electronic learning environments for 	<ul style="list-style-type: none"> understanding the advantages and disadvantages of using websites and online environments for

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
teacher			blogs or wikis	collaborating	managing collaboration
English ACELY1784	English ACELY1671	English ACELY16942	English ACELT1618 Science ACSIS110 History ACHHS106	English ACELY1808 Science ACSIS148	Science ACSIS208

Managing and operating ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Select and use hardware and software					
identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when encountering a problem	identify and safely operate a selected range of appropriate devices, software, functions and commands when operating an ICT system and attempt to solve a problem before seeking help	identify and independently operate a range of devices, software, functions and commands, taking into consideration ergonomics when operating appropriate ICT systems, and seek solutions when encountering a problem	select from, and safely operate, a range of devices to undertake specific tasks and use basic troubleshooting procedures to solve routine malfunctions	independently select and operate a range of devices by adjusting relevant software functions to suit specific tasks, and independently use common troubleshooting procedures to solve routine malfunctions	justify the selection of, and optimise the operation of, a selected range of devices and software functions to complete specific tasks, for different purposes and in different social contexts
Examples	Examples	Examples	Examples	Examples	Examples

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<ul style="list-style-type: none"> selecting and using a camera to take a photograph or using a printer to print a picture, using a tablet, notebook or desktop computer to read a book or draw a picture; knowing when something has not worked as expected and seeking help 	<ul style="list-style-type: none"> using page layout software for posters, using a mouse, USB flash drive, printer, digital camera, or robot supervised by the teacher; taking initial steps in coping with the unexpected and then seeking help 	<ul style="list-style-type: none"> using a camera, a microphone and slideshow software to create a presentation, adjusting the placement and orientation of the mouse, keyboard and screen to ensure ease and comfort when using; attempting to resolve a technical problem 	<ul style="list-style-type: none"> selecting specific graphics software or graphic tools in word processors, using printer queues, file servers, scanners, probes, digital cameras 	<ul style="list-style-type: none"> selecting a spread sheet to model a budget or a fast processor to edit movies, adjusting digital camera settings, creating shortcuts 	<ul style="list-style-type: none"> selecting an appropriate option for creating a website such as an online tool or an HTML editor, altering toolbars, sorting and layout functions; using duplex printing; setting proxies; using filters to divert junk mail; optimising the functions and features of online tools for a particular purpose
English ACELY1654	English ACELY1674	English ACELY1697 Mathematics ACMNA076 Science AC SIS066	English ACELY1717 Science AC SIS105	English ACELY1738 Science AC SIS141	English ACELY1748 Science AC SIS200
Understand ICT systems					
identify common consumer ICT systems with input and output functions	identify the main components of common consumer ICT systems, their fundamental functions, and describe them using basic ICT terminology	identify and compare the use of the main components of different ICT systems	identify, compare and classify basic ICT system components	identify and compare networked ICT system components including between hardware, software and data	apply an understanding of networked ICT system components to make changes to functions, processes, procedures and devices to fit the purpose of the solutions

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples <ul style="list-style-type: none"> identifying and/or listing different ICT systems such as desktop, notebook, tablet and mobile systems 	Examples <ul style="list-style-type: none"> identifying basic hardware and peripherals, such as mouse, keyboard, monitor, printer, and some software programs, such as word processing, drawing and paint software 	Examples <ul style="list-style-type: none"> comparing the use of a touch screen and apps on a mobile with mouse and applications on a desktop computer 	Examples <ul style="list-style-type: none"> understanding the uses of standard input, processing, output and storage components such as, input – keyboard, microphone; process – central processing unit; output –monitor, speakers, projector; storage – cloud, USB, hard drive; understanding the use and role of system and application software 	Examples <ul style="list-style-type: none"> identifying and comparing the concepts of local area networks, server-client networks, cloud systems, saving files in differing formats so that they are compatible across different software platforms 	Examples <ul style="list-style-type: none"> applying their understanding to decide whether to use cloud, local server or local storage; deciding whether to use a webcam or digital video camera
			English ACELY1711		
Manage digital data					
save and retrieve digital data with support	manage and maintain digital data with guidance	manage and maintain digital data using common methods	manage and maintain data on different storage mediums – locally and on networks	manage and maintain data for groups of users using a variety of methods and systems	manage and maintain data securely in a variety of storage mediums and formats
Examples <ul style="list-style-type: none"> using the Save and Open functions on an 	Examples <ul style="list-style-type: none"> saving and retrieving data; providing unique names for files; 	Examples <ul style="list-style-type: none"> managing and maintaining lists, favourites, bookmarks, 	Examples <ul style="list-style-type: none"> saving/exporting data in files of different formats; routinely 	Examples <ul style="list-style-type: none"> setting up and maintaining shared 	Examples <ul style="list-style-type: none"> designing and using logical and sustainable file/folder naming

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
application	applying basic functions such as opening and dragging-and dropping files	folders and files	backing up and protecting data; moving data from one location to another	folders	conventions; maintaining version control of documents; limiting access to data by location or password
	Science AC SIS039	Mathematics AC MSP069 Science AC SIS055	Science AC SIS104	Science AC SIS141	Science AC SIS199

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 their lives beyond school.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises that critical and creative thinking are fundamental to students 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.

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

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 are 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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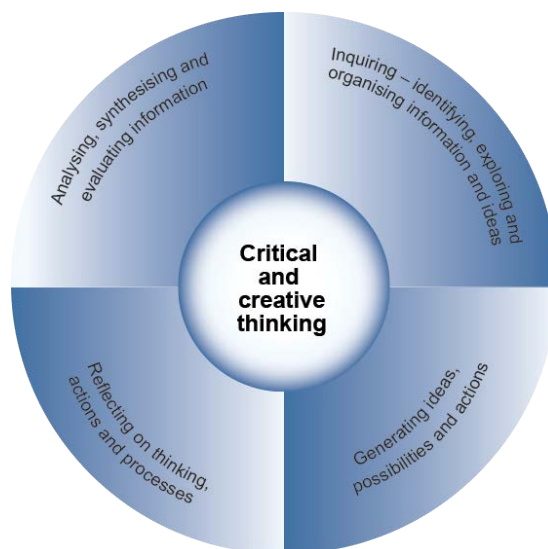
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Organising elements

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 organising information and ideas
- Generating ideas, possibilities and actions
- Reflecting on thinking and processes
- Analysing, synthesising and evaluating reasoning and procedures

The diagram below sets out these elements.



Organising elements for Critical and creative thinking

Inquiring – identifying, exploring and clarifying information and ideas

This element involves students in posing questions and identifying and clarifying information and ideas, followed by organising and processing information. When inquiring – identifying, exploring and clarifying information and ideas, students use questioning to investigate and analyse ideas and issues, make sense of and assess information and ideas, and collect, compare and evaluate information from a range of sources. In summary, inquiring primarily consists of:

- pose questions
- identify and clarify information and ideas
- organise and process information.

Generating ideas, possibilities and actions

This element involves students in imagining possibilities and connecting ideas through considering alternatives and seeking solutions and putting ideas into action. Students create new, and expand on known, ideas. They explore situations and generate alternatives to guide actions and experiment with and assess options and actions when seeking solutions. In summary, generating primarily consists of:

- imagine possibilities and connect ideas
- consider alternatives
- seek solutions and put ideas into action.

Reflecting on thinking and processes

This element involves students thinking about thinking (metacognition), reflecting on actions and processes, and transferring knowledge into new contexts to create alternatives or open up possibilities. Students reflect on, adjust and explain their thinking and identify the thinking behind choices, strategies and actions taken. They apply knowledge gained in one context to clarify another. In summary, reflecting primarily consists of:

- think about thinking (metacognition)
- reflect on processes
- transfer knowledge into new contexts.

Analysing, synthesising and evaluating reasoning and procedures

This element involves students in applying logic and reasoning, drawing conclusions and designing a course of action and evaluating procedures and outcomes. Students consider and assess the logic and reasoning behind choices, they differentiate components of decisions made and actions taken and assess ideas, methods and outcomes against criteria. In summary, analysing primarily consists of:

- apply logic and reasoning
- draw conclusions and design a course of action
- evaluate procedures and outcomes.

Critical and Creative Thinking Learning Continuum

Inquiring – identifying, exploring and organising information and ideas

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Pose questions					
pose factual and exploratory questions based on personal interests and experiences	pose questions to identify and clarify issues, and compare information in their world	pose questions to expand their knowledge about the world	pose questions to clarify and interpret information and probe for causes and consequences	pose questions to probe assumptions and investigate complex issues	pose questions to critically analyse complex issues and abstract ideas
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> asking why events make people happy or sad 	<ul style="list-style-type: none"> asking how and why certain actions and events occurred 	<ul style="list-style-type: none"> asking who, when, how and why about a range of situations and events 	<ul style="list-style-type: none"> inquiring into cause and effect of significant events in their lives 	<ul style="list-style-type: none"> questioning causes and effects of local and world events 	<ul style="list-style-type: none"> questioning to uncover assumptions and inferences and provoke debate about global events
English ACELT1783 Science ACSIS014 History ACHHS017	English ACELA1589 Mathematics ACMSP048 Science ACSHE034 History ACHHS049	English ACELA1488 Mathematics ACMSP068 Science ACSIS064 History ACHHS083	English ACELA1517 Mathematics ACMSP118 Science ACSIS231 History ACHHS119	English ACELT1628 Science ACSIS139 History ACHHS150	English ACELT1812 Mathematics ACMSP228 Science ACSIS198 History ACHHS184
Identify and clarify information and ideas					
identify and describe familiar information and	identify and explore information and ideas from	identify main ideas and select and clarify	identify and clarify relevant information and prioritise	clarify information and ideas from texts or images	clarify complex information and ideas drawn from a

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
ideas during a discussion or investigation	source materials	information from a range of sources	ideas	when exploring challenging issues	range of sources
Examples <ul style="list-style-type: none"> identifying what led to a decision being made 	Examples <ul style="list-style-type: none"> exploring patterns and similarities 	Examples <ul style="list-style-type: none"> establishing a sequence during investigation of artefact, image or text 	Examples <ul style="list-style-type: none"> giving reasons for a preferred pathway when problem solving 	Examples <ul style="list-style-type: none"> identifying the strengths and weaknesses of different approaches 	Examples <ul style="list-style-type: none"> scrutinising contrasting positions offered about events or findings
English ACELA1786 Mathematics ACMMG007 Science AC SIS233 History ACHHS019	English ACELA1460 Mathematics ACMNA026 Science AC SIS038 History ACHHK051	English ACELT1602 Mathematics ACMMG084 Science AC IS216 History ACHHSK084	English ACELT1602 Mathematics ACMMG142 Science AC SHE081 History ACHHS121	English ACELA1548 Mathematics ACMSP206 Science AC SIS144 History ACCHS154	English ACELY1749 Mathematics ACMSP246 Science AC SIS203 History ACHHS186
Organise and process information					
gather similar information or depictions from given sources	organise information based on similar or relevant ideas from several sources	collect, compare and categorise facts and opinions found in a widening range of sources	analyse, condense and combine relevant information from multiple sources	critically analyse information and evidence according to criteria such as validity and relevance	critically analyse independently sourced information to determine bias and reliability
Examples <ul style="list-style-type: none"> collecting a variety of representations of particular action(s) 	Examples <ul style="list-style-type: none"> finding examples of kindness or change in several sources 	Examples <ul style="list-style-type: none"> processing relevant depictions of an event 	Examples <ul style="list-style-type: none"> establishing opinion versus fact in literature and film 	Examples <ul style="list-style-type: none"> scrutinising the accuracy of depicted events 	Examples <ul style="list-style-type: none"> critiquing data from known and unknown sources

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
English ACELA1430 Science ACSSU005 History ACHHS019	English ACELA1469 Mathematics ACMMG037 Science ACISIS040 History ACHHK050	English ACELA1489 Mathematics ACMSP096 Science ACISIS054 History ACHHS084	English ACELY1708 Mathematics ACMMG141 Science ACISIS090 History ACHHS122	English ACELT1626 Mathematics ACMSP205 Science ACISIS141 History ACCHS151	English ACELT1639 Mathematics ACMSP253 Science ACISIS199 History ACCHS189

Generating ideas, possibilities and actions

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Imagine possibilities and connect ideas					
use imagination to view or create things in new ways and connect two things that seem different	build on what they know to create ideas and possibilities in ways that are new to them	expand on known ideas to create new and imaginative combinations	combine ideas in a variety of ways and from a range of sources to create new possibilities	draw parallels between known and new ideas to create new ways of achieving goals	create and connect complex ideas using imagery, analogies and symbolism
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> changing the shape or colour of familiar objects 	<ul style="list-style-type: none"> using a flow chart when plotting actions 	<ul style="list-style-type: none"> exchanging or combining ideas using mind maps 	<ul style="list-style-type: none"> by matching ideas from science and history 	<ul style="list-style-type: none"> using patterns and trends in Mathematics to arrive at possible solutions in other learning areas 	<ul style="list-style-type: none"> developing hypotheses based on known and invented models and theories
Mathematics ACMMG008	English ACELT1591 Mathematics ACMSP047 Science AC SIS037 History ACHHS052	English ACELT1607 Mathematics ACMMG088 Science AC SIS053	English ACELT1618 Mathematics ACMSP147 Science AC SIS107	Mathematics ACMMG197 Science ACSHE134 History ACHHS148	English ACELY1756 Mathematics ACMNA239 History ACHHS192
Consider alternatives					
suggest alternative and creative ways to approach a given situation or task	identify and compare creative ideas to think broadly about a given	explore situations using creative thinking strategies to propose a range of	identify situations where current approaches do not work, challenge existing ideas and generate	generate alternatives and innovative solutions, and adapt ideas, including when information is limited	speculate on creative options to modify ideas when circumstances

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	situation or problem	alternatives	alternative solutions	or conflicting	change
Examples <ul style="list-style-type: none"> considering alternative uses for a familiar product 	Examples <ul style="list-style-type: none"> considering ways of conserving water in their environment 	Examples <ul style="list-style-type: none"> asking 'What if..?' when conducting an investigation 	Examples <ul style="list-style-type: none"> examining the environmental impact of transporting goods 	Examples <ul style="list-style-type: none"> negotiating a solution to a community dispute 	Examples <ul style="list-style-type: none"> submitting designed and developed ideas or products for further investigation
English ACELY1651 Mathematics ACMMG006 History ACHHS020	English ACELLY1665 Mathematics ACMSP050 Science AC SIS042 History ACHHS052	English ACELY1694 Mathematics ACMSP095 Science AC SIS065 History ACHHK080	English ACELT1800 Science AC SIS104 History ACHHS123	English ACELY1736 Mathematics ACMMG199 Science AC SHE135 History ACHHS155	History ACHHS193
Seek solutions and put ideas into action					
predict what might happen in a given situation and when putting ideas into action	investigate options and predict possible outcomes when putting ideas into action	experiment with a range of options when seeking solutions and putting ideas into action	assess and test options to identify the most effective solution and to put ideas into action	predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action	assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action
Examples <ul style="list-style-type: none"> suggesting different endings to a story 	Examples <ul style="list-style-type: none"> exploring identified problems and ways of 	Examples <ul style="list-style-type: none"> using a graphic organiser to suggest 	Examples <ul style="list-style-type: none"> using role plays to test and refine approaches when initial ideas do 	Examples <ul style="list-style-type: none"> using information from a range of sources to predict results from an 	Examples <ul style="list-style-type: none"> expressing difficult concepts digitally, kinaesthetically or

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	overcoming them	alternative solutions	not work	inquiry or investigation	spatially
English ACELY1650	English ACELY1789 Mathematics ACMSP024 Science AC SIS041 History ACHHK045	English ACELA1496 Mathematics ACMNA082 Science AC SIS069	English ACELT1800 Mathematics ACMNA122 Science AC SIS104	English ACELA1548 Mathematics ACMSP204 Science AC SIS140 History ACHHS155	English ACELY1756 Mathematics ACMSP225 Science AC SIS205 History ACHHS190

Reflecting on thinking and processes

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Think about thinking (metacognition)					
describe what they are thinking and give reasons why	describe the thinking strategies used in given situations and tasks	reflect on, explain and check the processes used to come to conclusions	reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	assess assumptions in their thinking and invite alternative opinions	give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> drawing on a past experience to explain their thinking 	<ul style="list-style-type: none"> describing how they approach tasks when they are not sure what to do 	<ul style="list-style-type: none"> explaining ways they check their thinking and deal with setbacks 	<ul style="list-style-type: none"> identifying where methods of investigation and inquiry could be improved 	<ul style="list-style-type: none"> reflecting on the accuracy of their own and others' thinking 	<ul style="list-style-type: none"> reflecting on justifications for approaching problems in certain ways
English ACELT1783	English ACELT1590 Mathematics ACMNA017 Science AC SIS214	English ACELY1687 Mathematics ACMSP094 Science AC SIS216 History ACHHS085	English ACELY1715 Mathematics ACMNA099 Science AC SIS108 History ACHHS119	English ACELY1731 Science AC SIS145 History ACCHS155	English ACELT1640 Mathematics ACMSP247 Science AC SHE194 History ACHHS188
Reflect on processes					
identify the main elements of the steps in a thinking	outline the details and sequence in a whole task and separate it into	identify pertinent information in an investigation and separate	identify and justify the thinking behind choices	evaluate and justify the reasons behind choosing a particular problem-solving	balance rational and irrational components of a complex or ambiguous

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
process	workable parts	into smaller parts or ideas	they have made	strategy	problem to evaluate evidence
Examples <ul style="list-style-type: none"> identifying steps involved in daily routines 	Examples <ul style="list-style-type: none"> using logic to sort information in graphic organisers or musical segments 	Examples <ul style="list-style-type: none"> examining the significant aspects of an historical event 	Examples <ul style="list-style-type: none"> explaining why particular musical notations or mathematical sequences were selected 	Examples <ul style="list-style-type: none"> choosing images that best represent an idea or product 	Examples <ul style="list-style-type: none"> exploring reasons for selecting or rejecting patterns or groupings to represent an idea
English ACELY1648	English ACELT1592 Mathematics ACMMG044 Science ACSSU030	English ACELT1592 Mathematics ACMNA079 Science ACSSU073 History ACHHK080	English ACELY1709 Mathematics ACMNA128 Science AC SIS110 History ACHHK115	English ACELY1810 Mathematics ACMSP168 Science AC SIS131 History ACHHS154	English ACELA1572 Mathematics ACMSP253 Science AC SIS206 History ACHHS184
Transfer knowledge into new contexts					
connect information from one setting to another	use information from a previous experience to inform a new idea	transfer and apply information in one setting to enrich another	apply knowledge gained from one context to another unrelated context and identify new meaning	justify reasons for decisions when transferring information to similar and different contexts	identify, plan and justify transference of knowledge to new contexts
Examples <ul style="list-style-type: none"> giving reasons for rules at home and school 	Examples <ul style="list-style-type: none"> applying reasons for actions previously given 	Examples <ul style="list-style-type: none"> using visual or numerical representations to 	Examples <ul style="list-style-type: none"> using statistics to interpret information from census data about 	Examples <ul style="list-style-type: none"> explaining choices, such as the use of a soundtrack to 	Examples <ul style="list-style-type: none"> demonstrating ways ideas gained in an historical or literary

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	to similar new situations	clarify information	migration	accompany a performance	context could be applied in a different scenario
English ACELY1648	English ACELY1666 Mathematics ACMNA028 Science ACSSU031 History ACHHK046	English ACELY1691 Mathematics ACMMG090 Science ACSHE050	English ACELT1616 Mathematics ACMNA133 Science ACSHE220	English ACELY1735 Mathematics ACMMG202 Science ACSIS234 History ACCCHS153	English ACELA1565 Mathematics ACMNA238 Science ACSHE158

Analysing, synthesising and evaluating reasoning and procedures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Apply logic and reasoning					
identify the thinking used to solve problems in given situations	identify reasoning used in choices or actions in specific situations	identify and apply appropriate reasoning and thinking strategies for particular outcomes	assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome	identify gaps in reasoning and missing elements in information	analyse reasoning used in finding and applying solutions, and in choice of resources
Examples <ul style="list-style-type: none"> asking how dilemmas in narratives were solved 	Examples <ul style="list-style-type: none"> asking what course of action was most logical and why 	Examples <ul style="list-style-type: none"> using logical or predictive reasoning when problem solving 	Examples <ul style="list-style-type: none"> comparing and contrasting interpretations of information or image 	Examples <ul style="list-style-type: none"> finding wrong rationales or assumptions made and/or illogical conclusions drawn when seeking outcomes 	Examples <ul style="list-style-type: none"> testing propositions to identify reliability of data and faulty reasoning when designing new products
English ACELA1786 Mathematics ACMNA289 History ACHHS021	English ACELA1462 Science ACSHE035 History ACHHS051	English ACELY1690 Mathematics ACMNA076 Science ACSIS057	English ACELT1614 Science ACSIS221	English ACELY1730 Science ACSIS234 History ACHHS152	English ACELY1754 Mathematics ACMMG244 Science ACSIS165 History ACHHS187
Draw conclusions and design a course of action					
share their thinking about possible courses of action	identify alternative courses of action or possible conclusions when	draw on prior knowledge and use evidence when choosing a course of action	scrutinise ideas or concepts, test conclusions and modify actions when	differentiate the components of a designed course of action and	use logical and abstract thinking to analyse and synthesise complex

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	presented with new information	or drawing a conclusion	designing a course of action	tolerate ambiguities when drawing conclusions	information to inform a course of action
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> discussing various ways people could have acted 	<ul style="list-style-type: none"> describing how an outcome might change if a character acted differently 	<ul style="list-style-type: none"> assessing the worth of elements of a planned approach or solution 	<ul style="list-style-type: none"> charting progress of an argument or investigation and proposing alternatives 	<ul style="list-style-type: none"> assessing the success of a formula for a product or management of an event 	<ul style="list-style-type: none"> using primary or secondary evidence to support or refute a conclusion
English ACELY1646 Mathematics ACMNA005	English ACELA1469 Mathematics ACMNA015 Science AC SIS025 History ACHHK046	English ACELT1604 Mathematics ACMNA073 Science ACSHE062	English ACELY1801 Mathematics ACMNA103 Science AC SIS218 History ACHHS119	English ACELY1732 Mathematics ACMSP171 History ACHHS155	English ACELY1750 Mathematics ACMMG223 Science AC SIS172 History ACHHS189
Evaluate procedures and outcomes					
check whether they are satisfied with the outcome of tasks or actions	evaluate whether they have accomplished what they set out to achieve	explain and justify ideas and outcomes	evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria	explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified	evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> asking whether their work sounds and looks 	<ul style="list-style-type: none"> asking whether they listened to a peer's 	<ul style="list-style-type: none"> evaluating whether specified materials or 	<ul style="list-style-type: none"> assessing their own and peer responses to 	<ul style="list-style-type: none"> evaluating whether a chosen investigation 	<ul style="list-style-type: none"> strengthening a conclusion, identifying

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
right and makes sense	answer well or used a suitable procedure	calculations were appropriate for set goals or evidence presented	an issue, performance or artefact	method withstands scrutiny	alternative solutions to an investigation
	English ACELY1669 Science ACISIS212	English ACELY1695 Mathematics ACMSP097 Science ACISIS058 History ACHHS216	English ACELA1518 Mathematics ACMMG115 History ACHHS216	English ACELA1543 Science ACISIS124 History ACHHS151	English ACELY1752 Mathematics ACMSP283 Science ACISIS171 History ACHHS188

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 others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

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. This enables teachers to plan for the teaching of targeted skills specific to an individual's learning needs to provide access to and engagement with the learning areas. 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. Teachers can also use the Personal and social capability learning continuum to plan for the teaching of targeted skills specific to an individual's learning needs. For more detailed advice on using the Personal and social capability to personalise learning go to [Student Diversity](#)

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 find where Personal and social capability has been identified in F–10 curriculum content. 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)
(www.australiancurriculum.edu.au/English/General-capabilities)
- [Personal and social capability in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
(www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- [Personal and social capability in Science](http://www.australiancurriculum.edu.au/Science/General-capabilities)
(www.australiancurriculum.edu.au/Science/General-capabilities)
- [Personal and social capability in History](http://www.australiancurriculum.edu.au/History/General-capabilities)
(www.australiancurriculum.edu.au/History/General-capabilities)

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. Development of personal and social learning can provide a way for students with disability to access age-equivalent content and promote student learning, self-confidence and independence (Wehmeyer et al 2007, 2012; Malow 2012).

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 curriculum 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 understanding.

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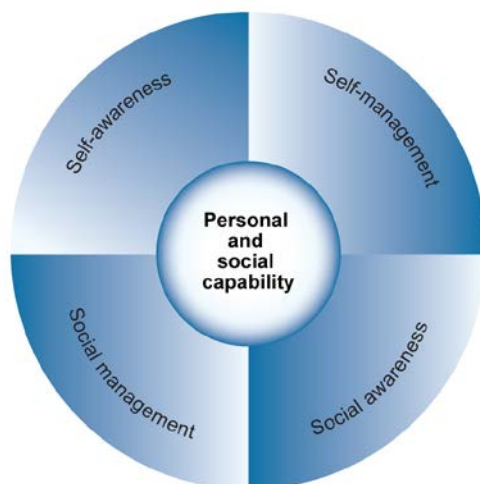
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Organising elements

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 identifying and describing the factors that influence their emotional responses. They develop a realistic sense of their personal abilities, qualities and strengths through knowing what they are feeling in the moment, and having a realistic assessment of their own abilities and a well-grounded sense of self-knowledge and self-confidence. Self-awareness involves students reflecting on and evaluating their learning, identifying personal characteristics that contribute to or limit their effectiveness, learning from successes or failures, and being able to interpret their own emotional states, needs and perspectives. In developing and acting with personal and social capability, students:

- recognise emotions
- recognise personal qualities and achievements
- understand themselves as learners
- develop reflective practice.

Self-management

This element involves students in effectively regulating, managing and monitoring their own emotional responses, and persisting in completing tasks and overcoming obstacles. Students are engaged in developing organisational skills, and identifying the resources needed to achieve goals. This is achieved through developing the skills to work independently and to show initiative, learning to be conscientious, delaying gratification and persevering in the face of setbacks and frustrations. It also involves the

metacognitive skill of learning when and how to use particular strategies. In developing and acting with personal and social capability, students:

- express emotions appropriately
- develop self-discipline and set goals
- work independently and show initiative
- become confident, resilient and adaptable.

Social awareness

This element involves students recognising others' feelings and knowing how and when to assist others. Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students:

- appreciate diverse perspectives
- contribute to civil society
- understand relationships.

Social management

This element involves students in interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate and communicate effectively with others; work in teams, positively contribute to groups and collaboratively make decisions; resolve conflict and reach positive outcomes. Students develop 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 mentoring and role modelling. In developing and acting with personal and social capability, students:

- communicate effectively
- work collaboratively
- make decisions
- negotiate and resolve conflict
- develop leadership skills.

Self-awareness

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Recognise emotions						
recognise and identify their own emotions	identify a range of emotions and describe situations that may evoke these emotions	compare their emotional responses with those of their peers	describe the influence that people, situations and events have on their emotions	explain how the appropriateness of emotional responses influences behaviour	examine influences on and consequences of their emotional responses in learning, social and work-related contexts	reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts
Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> recognising when they are feeling 'happy', 'sad', 'afraid' or 'angry' and naming the emotion or selecting a photograph of a face that matches their current emotional state 	<ul style="list-style-type: none"> describing responses such as being excited at a birthday party or feeling disappointed when not selected for an award 	<ul style="list-style-type: none"> considering how others respond to difficult situations in historical contexts or when listening to fictional stories 	<ul style="list-style-type: none"> discussing their emotional responses to events, such as celebrations, sporting events or news stories 	<ul style="list-style-type: none"> explaining the likely consequences of inappropriate emotional responses in a range of social situations 	<ul style="list-style-type: none"> investigating emotional responses to unfair play or unfair treatment at work 	<ul style="list-style-type: none"> gathering feedback from peers and adults about the appropriateness of their emotional responses in a range of situations
	English ACELA1429	English ACELA1462	English ACELA1488	English ACELT1617 History ACHHK115	English ACELT1626 Science ACSIS140	English ACELT1643 Science ACSIS208

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
						History ACDSEH121
Recognise personal qualities and achievements						
express a personal preference	identify their likes and dislikes, needs and wants, and explore what influences these	identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	describe personal strengths and challenges and identify skills they wish to develop	describe the influence that personal qualities and strengths have on their learning outcomes	make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	assess their strengths and challenges and devise personally appropriate strategies to achieve future success
Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> choosing to engage in an activity 	<ul style="list-style-type: none"> describing activities they enjoy at school, noting their strengths 	<ul style="list-style-type: none"> identifying a personal quality or skill, such as being good at soccer or spelling, and describing how this might be useful to others 	<ul style="list-style-type: none"> listing a range of strengths supported by examples from home, school and community experiences 	<ul style="list-style-type: none"> keeping a journal or blog of how their personal qualities have helped achieve a positive learning outcome 	<ul style="list-style-type: none"> considering what interventions they could have made, and how these may have changed outcomes in study and personal pursuits 	<ul style="list-style-type: none"> designing a personal capability inventory that includes evidence to support their self-assessments

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	English ACELA1429 Science ACSSU002 History ACHHK001	English ACELT1589 Science ACSSU030 History ACHHK045	English ACELY1692 Science ACSIS069	English ACELA1515 Science ACSHE220 History ACHHS120	English ACELA1541	English ACELT1814 History ACDSEH147
Understand themselves as learners						
select tasks they can do in different learning contexts	identify their abilities, talents and interests as learners	discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	identify and describe factors and strategies that assist their learning	identify preferred learning styles and work habits	identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required
Examples <ul style="list-style-type: none">communicating a willingness to have a go at a task	Examples <ul style="list-style-type: none">sharing a personal experience, interest or discovery with peers, and describing what they have learnt	Examples <ul style="list-style-type: none">describing how practising a skill improves performance	Examples <ul style="list-style-type: none">keeping a journal of their learning, describing both positive and negative experiences	Examples <ul style="list-style-type: none">identifying their preference as a visual, auditory or kinaesthetic learner	Examples <ul style="list-style-type: none">choosing strategies that capitalise on and expand their strengths and preferred learning styles	Examples <ul style="list-style-type: none">developing personal learning plans that identify effective study techniques
	English ACELT1575 Science ACSSU002	English ACELY1667 Science ACSSU030	English ACELY1689	English ACELY1714	English ACELY1736	

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Develop reflective practice						
recognise and identify participation in or completion of a task	reflect on their feelings as learners and how their efforts affect skills and achievements	reflect on what they have learnt about themselves from a range of experiences at home and school	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential	predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers	reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability
Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> communicating 'I have finished' or 'I am working hard' 	<ul style="list-style-type: none"> responding to open-ended statements such as 'I'm proud of this because ...' or using visual aids to illustrate their responses 	<ul style="list-style-type: none"> responding to prompts which help them acknowledge their successes and identify what they could do to make improvements 	<ul style="list-style-type: none"> with support, identifying strategies that help them complete tasks when they are uncertain and reflecting on their contributions to group activities 	<ul style="list-style-type: none"> building on their strengths in various roles in small and large groups, setting personal challenges to develop new skills and strategies 	<ul style="list-style-type: none"> identifying strategies they have used successfully to complete learning area tasks they have found difficult 	<ul style="list-style-type: none"> noticing how emotions such as anger and excitement affect learning and impact on achievements and successes
	English ACELT1577 History ACHHS017	English ACELT1590	English ACELY1689 Science ACSIS065	English ACEL1710 Science ACSIS108	English ACELY1736	English ACELT1815 Science ACSIS208

Self-management

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Express emotions appropriately						
recognise and identify how their emotions influence the way they feel and act	express their emotions constructively in interactions with others	describe ways to express emotions to show awareness of the feelings and needs of others	identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations	explain the influence of emotions on behaviour, learning and relationships	forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> communicating the physical changes they experience when excited, angry or stressed such as when they are excited they feel happy; or when they are angry their body goes tense 	<ul style="list-style-type: none"> communicating when they feel left out, lonely, excited, disappointed or unsafe during class and physical activities 	<ul style="list-style-type: none"> using different tone and voice level in and outside the classroom, and when interacting with adults and peers 	<ul style="list-style-type: none"> learning when, how and with whom it is appropriate to share anger, frustration and excitement 	<ul style="list-style-type: none"> noticing how emotions such as anger and excitement affect learning and impact on achievements and successes 	<ul style="list-style-type: none"> predicting situations that serve as emotional triggers and implementing regulating responses 	<ul style="list-style-type: none"> choosing appropriate language and voice to convey personal responses and opinions to a range of adults and peers
	English ACELA1428	English ACELA1461	English ACELT1603 Science ACSIS071	English ACELA1517 Science ACSIS232 History ACHHS120	English ACELY1808 Science ACSHE135	English ACELY1813 Science ACSHE194 History ACDSEH109

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Develop self-discipline and set goals						
make a choice to participate in a class activity	follow class routines to assist learning	set goals in learning and personal organisation by completing tasks within a given time	explain the value of self-discipline and goal-setting in helping them to learn	analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals	select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts
Examples <ul style="list-style-type: none"> choosing to complete a task for positive reinforcement 	Examples <ul style="list-style-type: none"> using class routines such as turn-taking, sitting when listening to stories, following instructions, managing transitions between activities 	Examples <ul style="list-style-type: none"> organising their time using calendars and clocks 	Examples <ul style="list-style-type: none"> identifying how distractions and priorities influence learning 	Examples <ul style="list-style-type: none"> identifying desired goals and making plans to achieve these results 	Examples <ul style="list-style-type: none"> using spread sheets and other organisers to plan and arrange activities at school and study outside school 	Examples <ul style="list-style-type: none"> drawing on goal setting strategies used at school to plan for work life
	English ACELY1646 Mathematics ACMMG008 Science ACSIS233	English ACELA1461 Mathematics ACMMG041 Science ACSIS039	English ACELY1688 Mathematics ACMMG086 Science ACSIS065	English ACELY1710 Mathematics ACMMG139 Science ACSHE100 History ACHHS120	English ACELY1731 Science ACSHE148	English ACELY1751 Science ACSIS208
Work independently and show initiative						

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
attempt tasks with support or prompting	attempt tasks independently and identify when and from whom help can be sought	work independently on routine tasks and experiment with strategies to complete other tasks where appropriate	consider, select and adopt a range of strategies for working independently and taking initiative	assess the value of working independently, and taking initiative to do so where appropriate	critique their effectiveness in working independently by identifying enablers and barriers to achieving goals	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes
Examples <ul style="list-style-type: none">• completing a selected task	Examples <ul style="list-style-type: none">• identifying situations where help is needed and the people who can help them, and when it is appropriate to 'give tasks a go'	Examples <ul style="list-style-type: none">• describing their daily school routine, identifying areas where it is appropriate and helpful for them to show initiative	Examples <ul style="list-style-type: none">• recognising when strategies previously used are not as effective as new strategies	Examples <ul style="list-style-type: none">• identifying situations where it is preferable to work independently or with others	Examples <ul style="list-style-type: none">• developing strategies for overcoming obstacles encountered in working independently	Examples <ul style="list-style-type: none">• identifying learning goals and monitoring effectiveness of their strategies and interventions to achieve them
	English ACELY1647 Science ACSIS233 History ACHHS021	English ACELY1667 Science ACSIS039	English ACELT1607 Science ACSIS066	English ACELY1816 Science ACSIS104 History ACHHS120	English ACELY1731 Science ACSHE135	English ACELY1756 Science ACSHE195
Become confident, resilient and adaptable						
identify people and situations with which they feel a sense of familiarity or belonging	identify situations that feel safe or unsafe, approaching new situations with	undertake and persist with short tasks, within the limits of personal safety	persist with tasks when faced with challenges and adapt their approach where first attempts are	devise strategies and formulate plans to assist in the completion of challenging tasks and	assess, adapt and modify personal and safety strategies and plans, and revisit tasks	evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	confidence		not successful	the maintenance of personal safety	with renewed confidence	situations and safety considerations
Examples • identifying family, friends, familiar people in the community	Examples • choosing strategies to manage unsafe situations such as No Go Tell	Examples • continuing to practise a physical activity despite individual limitations	Examples • persisting to inform a trusted adult about an unsafe encounter, event or situation	Examples • developing coping strategies for managing set backs	Examples • recording successful strategies, and drawing on these in unfamiliar and complex situations	Examples • reconceptualising a challenging learning task
	English ACELY1651	English ACELY1667 Science ACSIS039	English ACELT1603 Science ACSIS065	English ACELY1710 Science ACSHE100 History ACHHS120	English ACELY1808 Mathematics ACMNA187 Science ACSIS148	English ACELY1757 Science ACSHE230

Social awareness

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Appreciate diverse perspectives						

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
show an awareness for the feelings, needs and interests of others	acknowledge that people hold many points of view	describe similarities and differences in points of view between themselves and people in their communities	discuss the value of diverse perspectives and describe a point of view that is different from their own	explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
Examples <ul style="list-style-type: none">• showing interest in a peer's ideas or opinions	Examples <ul style="list-style-type: none">• identifying the range of likes and dislikes within their class	Examples <ul style="list-style-type: none">• comparing changes in attitudes about behaviours in different places or over time	Examples <ul style="list-style-type: none">• exchanging views with a classmate on a topical issue and reporting their perspective to the class	Examples <ul style="list-style-type: none">• describing ways that language or gestures are used in a range of social settings	Examples <ul style="list-style-type: none">• identifying and explaining different perspectives on social issues arising in areas such as industry, agriculture and resource management	Examples <ul style="list-style-type: none">• recognising how language can be used to position listeners in particular ways, analysing different accounts of the same event
	English ACELT1575 Science ACSSU004 History ACHHS020	English ACELA1460 Science ACSHE035 History ACHHK046	English ACELT1602 History ACHHS085	English ACELY1709 Mathematics ACMSP148 Science ACSHE099 History ACHHS123	English ACELT1626 Science ACSHE136 History ACDSEH009	English ACELY1813 Science ACSHE230 History ACDSEH108
Contribute to civil society						

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
(The description above also applies to this sub-element)	describe ways they can help at home and school	describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them	identify the various communities to which they belong and what they can do to make a difference	identify a community need or problem and consider ways to take action to address it	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
	Examples <ul style="list-style-type: none"> describing their role in completing class activities and family chores 	Examples <ul style="list-style-type: none"> describing contributions made by significant individuals to their communities 	Examples <ul style="list-style-type: none"> identifying ways they can advocate for specific groups in their communities 	Examples <ul style="list-style-type: none"> considering current methods of waste management in their local environment and ways they might contribute to improving these 	Examples <ul style="list-style-type: none"> investigating strategies to maintain part of the local environment and ways to contribute to its improvement 	Examples <ul style="list-style-type: none"> identifying and trialling strategies to address a global social issue such as child labour
		Science ACSHE035 History ACHHK046	Science ACSHE062	Mathematics ACMMG139 Science ACSHE099	Science ACSHE135	Science ACSHE195
Understand relationships						

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
(The description above also applies to this sub-element)	explore relationships through play and group experiences	identify ways to care for others, including ways of making and keeping friends	describe factors that contribute to positive relationships, including with people at school and in their community	identify the differences between positive and negative relationships and ways of managing these	identify indicators of possible problems in relationships in a range of social and work related situations	explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships
	Examples <ul style="list-style-type: none"> discussing different ways of working together 	Examples <ul style="list-style-type: none"> discussing how words and actions can help or hurt others, and the effects of modifying their behaviour 	Examples <ul style="list-style-type: none"> identifying the importance of including others in activities, groups and games 	Examples <ul style="list-style-type: none"> identifying behaviours that display the positive use of power in relationships 	Examples <ul style="list-style-type: none"> recognising personal boundaries, appropriate degrees of intimacy, distribution of power, effects of social and cultural norms and mores 	Examples <ul style="list-style-type: none"> identifying the various communities to which they belong and how language reinforces membership of these communities
	English ACELA1428	English ACELT1589 Science AC SIS042	English ACELA1488	English ACELA1516 History ACHHK115	English ACELA1541 History ACDSEH010	English ACELA1564 History ACDSEH123

Social management

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
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1a	1b	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Communicate effectively						
respond to the feelings, needs and interests of others	identify positive ways to initiate, join and interrupt conversations with adults and peers	discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers	identify communication skills that enhance relationships for particular groups and purposes	identify and explain factors that influence effective communication in a variety of situations	analyse enablers of and barriers to effective verbal, nonverbal and digital communication	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> giving appropriate response to a peer's achievements such as by clapping, smiling or cheering 	<ul style="list-style-type: none"> practising encouraging others, listening to others' ideas, greeting others by name, excusing themselves when interrupting 	<ul style="list-style-type: none"> using spoken language and body language to share observations and ideas 	<ul style="list-style-type: none"> actively listening and responding to opinions that differ from their own 	<ul style="list-style-type: none"> making and responding to introductions, building on the ideas of others in discussions, offering and accepting constructive criticism 	<ul style="list-style-type: none"> analysing popular modes of communication used by young people, noting factors that promote or obstruct communication 	<ul style="list-style-type: none"> using agreed protocols to join group discussions and assert their own viewpoint, entertaining divergent views, developing guidelines for the effective use of social media
	English ACELA1429 Mathematics ACMSP011 Science AC SIS014 History ACHHK003	English ACE LY1668 Science AC SIS037 History ACHHK045	English ACELA1489 Science AC SIS071	English ACE LY1816 Science AC SIS232 History ACHHS120	English ACE LT1627 Science AC SIS139	English ACELA1572 Science AC SIS208 History ACHHS189

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Work collaboratively						
(The description above also applies to this sub-element)	share experiences of cooperation in play and group activities	identify cooperative behaviours in a range of group activities	describe characteristics of cooperative behaviour and identify evidence of these in group activities	contribute to groups and teams, suggesting improvements in methods used for group investigations and projects	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks
	Examples <ul style="list-style-type: none">taking turns, sharing resources and following class routines	Examples <ul style="list-style-type: none">participating in guided group investigations	Examples <ul style="list-style-type: none">including others in the group and respecting their opinions, working for a common goal	Examples <ul style="list-style-type: none">encouraging others, negotiating roles and relationships and managing time and tasks	Examples <ul style="list-style-type: none">assessing how well they support other members of the team in group investigations and projects	Examples <ul style="list-style-type: none">considering the ideas of others in reaching an independent or shared decision
	English ACELY1646 Science ACSHE013	English ACELY1789 Science ACSIS041	English ACELY1688 Science ACSIS065	English ACELY1816	English ACELY1808 Science ACSIS140	English ACELY1813 Science ACSIS208
Make decisions						
(The description above also applies to this sub-	identify options when making decisions to	practise individual and group decision making	contribute to and predict the	identify factors that influence decision	assess individual and group decision-making	develop and apply criteria to evaluate the

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b					
	Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
element)	meet their needs and the needs of others	in situations such as class meetings and when working in pairs and small groups	consequences of group decisions in a range of situations	making and consider the usefulness of these in making their own decisions	processes in challenging situations	outcomes of individual and group decisions and analyse the consequences of their decision making
	Examples <ul style="list-style-type: none"> making choices about resources for play and learning tasks 	Examples <ul style="list-style-type: none"> naming roles and responsibilities in class meetings and identifying fair methods for choosing people for these roles 	Examples <ul style="list-style-type: none"> deciding how to share resources for a learning task and forecasting the outcomes of options 	Examples <ul style="list-style-type: none"> identifying the people, events and situations that influence how decisions are made 	Examples <ul style="list-style-type: none"> using scientific, ethical, economic and social arguments to make decisions regarding personal and community issues 	Examples <ul style="list-style-type: none"> explaining how a change in a social policy could affect individuals and groups
			English ACELT1794 Science ACSIS064	English ACELY1709 Mathematics ACMNA132 Science ACSHE220 History ACHHK116	Mathematics ACMNA187 Science ACSHE136	Mathematics ACMNA229 Science ACSIS206 History ACDSEH123
Negotiate and resolve conflict						
(The description above also applies to this sub-	listen to others' ideas, and recognise that others may see things	practise solving simple interpersonal problems, recognising there are	identify a range of conflict resolution strategies to negotiate	identify causes and effects of conflict, and practise different	assess the appropriateness of various conflict	generate, apply and evaluate strategies such as active

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
element)	differently from them	many ways to solve conflict	positive outcomes to problems	strategies to diffuse or resolve conflict situations	resolution strategies in a range of social and work-related situations	listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts
	Examples <ul style="list-style-type: none"> identifying characters in stories who feel differently about the same situation, and how they might respond in the same situation 	Examples <ul style="list-style-type: none"> using strategies such as showing courtesy to others when voicing disagreement or an alternative point of view 	Examples <ul style="list-style-type: none"> identifying issues that cause conflict and exploring how conflict has been resolved in a range of contexts 	Examples <ul style="list-style-type: none"> demonstrating steps of a conflict resolution process such as listen, express feelings, discuss solutions, make amends 	Examples <ul style="list-style-type: none"> evaluating the effectiveness of imposed resolutions compared to mutually agreed resolutions to conflict 	Examples <ul style="list-style-type: none"> using mediation skills to support people holding different views on a given topic and to assist in respecting one another's views
	English ACELY1784 Mathematics ACMNA289	English ACELT1589 Science ACSIS214	English ACELT1607 Science ACSIS065	English ACELA1516 Mathematics ACMNA132 Science ACSHE220 History ACHHK115	English ACELT1627 Science ACSHE136	English ACELA1564 Science ACSIS206
Develop leadership skills						
(The description above also applies to this sub-	identify ways to take responsibility for	discuss ways in which they can take	discuss the concept of leadership and identify	initiate or help to organise group	plan school and community projects,	propose, implement and monitor strategies

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
element)	familiar tasks at home and school	responsibility for their own actions	situations where it is appropriate to adopt this role	activities that address a common need	applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals	to address needs prioritised at local, national, regional and global levels, and communicate these widely
	Examples <ul style="list-style-type: none"> identifying ways to help at school, such as closing windows, tidying workspace, distributing resources 	Examples <ul style="list-style-type: none"> discussing ways in which they participate in games in the playground 	Examples <ul style="list-style-type: none"> choosing a range of roles in group activities 	Examples <ul style="list-style-type: none"> volunteering to lead a peer coaching activity 	Examples <ul style="list-style-type: none"> initiating and planning school and community projects such as charity work, environmental projects and coaching 	Examples <ul style="list-style-type: none"> developing a communication strategy for an identified project
		English ACELY1789	English ACELY1689	English ACELY1714		

Ethical understanding

Introduction

In the Australian Curriculum, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding 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 understanding 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 ethical understanding 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 understanding

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 explore values, rights and responsibilities 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 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 understanding, go to [Organising elements](#).

Ethical understanding 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.

Ethical 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 Ethical understanding has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Ethical understanding has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Ethical understanding depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

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

Background

This background summarises the evidence base from which the Ethical 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 ethical behaviour across the curriculum.

Ethical understanding can be informed by reason, character, values and ethical principles. Each of these is addressed in the Ethical understanding 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 understanding 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 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 understanding learning continuum. Other dimensions in the exploration of human nature are perceptions of activities 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 understanding 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 within Ethical understanding, it is also located within other general capabilities, such as Personal and social capability.

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Organising elements

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

- Understanding ethical concepts and issues
- Reasoning in decision making and actions
- Exploring values, rights and responsibilities

The diagram below sets out these elements.



Organising elements for Ethical understanding

Understanding ethical concepts and issues

This element involves students in recognising ethical concepts and exploring ethical issues in context. Students identify, examine and give examples of ethical concepts. They discuss, analyse and explore dimensions of ethical concepts in context. In summary this element consists of:

- recognise ethical concepts
- explore ethical concepts in context.

Reasoning in decision making and actions

This element involves students in reasoning and making ethical decisions, considering the consequences and reflecting on ethical action. They analyse the reasoning behind stances when making ethical decisions and evaluate the intended and unintended consequences of actions in an increasing range of scenarios. Students articulate understandings of a range of ethical responses in social contexts. In summary this element consists of:

- reason and make ethical decisions
- consider consequences
- reflect on ethical action.

Exploring values, rights and responsibilities

This element involves students in examining values, exploring rights and responsibilities and considering points of view. They use instances of expressed values to explain social interactions and to determine rights and responsibilities in social and legal domains. Students recognise and interpret points of view in ethical contexts. In summary, this element consists of:

- examine values

- explore rights and responsibilities
- consider points of view.

Understanding ethical concepts and issues

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Recognise ethical concepts					
identify ethical concepts arising in familiar contexts, such as good and bad behaviours	describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes	examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	analyse behaviours that exemplify the dimensions and challenges of ethical concepts	critique generalised statements about ethical concepts
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> identifying the behaviours of characters in familiar stories 	<ul style="list-style-type: none"> describing instances of fair and unfair treatment 	<ul style="list-style-type: none"> exploring what it means to treat people equally 	<ul style="list-style-type: none"> exploring the difference between an honest mistake and intentional deception 	<ul style="list-style-type: none"> examining the challenges involved in demonstrating loyalty or honour, or avoiding harm to others 	<ul style="list-style-type: none"> balancing freedom of speech with the defamation of others
	Science ACSH035	History ACHHK077		History ACDSEH012	
Explore ethical concepts in context					
describe familiar situations that involve ethical concepts	discuss ethical concepts within a range of familiar contexts	discuss actions taken in a range of contexts that include an ethical dimension	explain what constitutes an ethically better or worse outcome and how it might be accomplished	analyse the ethical dimensions of beliefs and the need for action in a range of settings	distinguish between the ethical and non-ethical dimensions of complex issues

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> discussing familiar situations that illustrate the concepts of kindness or caring 	<ul style="list-style-type: none"> discussing story scenarios involving fair and tolerant behaviour 	<ul style="list-style-type: none"> exploring the responsibilities of witnessed to instances of bullying 	<ul style="list-style-type: none"> exploring the consequences for individuals of others' actions, in a range of scenarios 	<ul style="list-style-type: none"> identifying sustainable practices, or ways of confronting cyber bullying 	<ul style="list-style-type: none"> considering whether animal experimentation is an ethical matter, and, if so, how
	English ACELT1587	Science ACSHE051	Science ACSHE121	Mathematics ACMSP206 Science ACSHE135 History ACDSEH068	Mathematics ACMSP247 Science ACSHE194 History ACDSEH085

Reasoning in decision making and actions

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Reason and make ethical decisions					
identify examples from stories and experiences that show ways people make decisions about their actions	discuss how people make decisions about their actions and offer reasons why people's decisions differ	explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	explore the reasons behind there being a variety of ethical positions on a social issue	analyse inconsistencies in personal reasoning and societal ethical decision making	investigate reasons for clashes of beliefs in issues of personal, social and global importance

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> exploring the choices that different characters make in stories 	<ul style="list-style-type: none"> considering the differing interests of others in the classroom and family 	<ul style="list-style-type: none"> explaining ways to reach fair and respectful decisions 	<ul style="list-style-type: none"> examining conflicting media reports about the same event 	<ul style="list-style-type: none"> examining decisions that lead to unequal outcomes 	<ul style="list-style-type: none"> examining the treatment of people in the context of disparity or distribution of resources
			History ACHHK114		History ACDSEH021
Consider consequences					
identify links between emotions and behaviours	describe the effects that personal feelings and dispositions have on how people behave	examine the links between emotions, dispositions and intended and unintended consequences of their actions on others	evaluate the consequences of actions in familiar and hypothetical scenarios	investigate scenarios that highlight ways that personal dispositions and actions can affect consequences	analyse the objectivity or subjectivity behind decision making where there are many possible consequences
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> discussing the effects of selfish or uncaring behaviour on people's feelings 	<ul style="list-style-type: none"> discussing the consequences of keeping or not keeping promises, or being truthful or untruthful 	<ul style="list-style-type: none"> examining what it means to cause people to feel let down 	<ul style="list-style-type: none"> assessing possible consequences of including or excluding a person or group 	<ul style="list-style-type: none"> examining the effects of tolerance on relationships or of misrepresentations in social media or reporting 	<ul style="list-style-type: none"> exploring the complexities associated with sharing or violating resources
		History ACHHK080		History ACDSEH054	History ACDSEH021

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Reflect on ethical action					
identify and describe the influence of factors such as wants and needs on people's actions	give examples of how understanding situations can influence the way people act	consider whether having a conscience leads to ways of acting ethically in different scenarios	articulate a range of ethical responses to situations in various social contexts	analyse perceptions of occurrences and possible ethical response in challenging scenarios	evaluate diverse perceptions and ethical bases of action in complex contexts
Examples <ul style="list-style-type: none"> identifying the difference between wants and needs at school 	Examples <ul style="list-style-type: none"> assessing that a person is distressed and offering assistance 	Examples <ul style="list-style-type: none"> considering responses to the questions 'What would I do?' and 'What should I do?' in a range of scenarios 	Examples <ul style="list-style-type: none"> weighing the relative merits of actions to prevent harm to animals 	Examples <ul style="list-style-type: none"> discussing whether or not witnesses should come forward in response to an event 	Examples <ul style="list-style-type: none"> considering times when limiting liberty or free speech may be the best option
			History ACHHK095		English ACELA1565 History ACDSEH109

Exploring values, rights and responsibilities

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examine values					
identify values that are important to them	discuss some agreed values in familiar contexts	identify and describe shared values in familiar and unfamiliar contexts	examine values accepted and enacted within various communities	assess the relevance of beliefs and the role and application of values in social practices	analyse and explain the interplay of values in national and international forums and policy making
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> discussing care for self and others 	<ul style="list-style-type: none"> discussing the value of giving everyone a fair go 	<ul style="list-style-type: none"> acknowledging the need for honesty, respect and equality when working with others 	<ul style="list-style-type: none"> exploring instances where equality, fairness, dignity and non-discrimination are required 	<ul style="list-style-type: none"> exploring different beliefs and values when seeking to solve social and workplace problems and dilemmas 	<ul style="list-style-type: none"> explaining the complexity of factors leading to policies such as mandatory detention
				History ACDSEH039	Science ACSHE230
Explore rights and responsibilities					
share examples of rights and responsibilities in given situations	identify their rights and associated responsibilities and those of their classmates	investigate children's rights and responsibilities at school and in the local community	monitor consistency between rights and responsibilities when interacting face-to-face or through social media	analyse rights and responsibilities in relation to the duties of a responsible citizen	evaluate the merits of conflicting rights and responsibilities in global contexts
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> discussing reasons for and behaviours 	<ul style="list-style-type: none"> exploring rights and responsibilities, such as 	<ul style="list-style-type: none"> examining the relevance of rights, 	<ul style="list-style-type: none"> establishing differences between freedom of 	<ul style="list-style-type: none"> analysing actions when seeking to solve 	<ul style="list-style-type: none"> investigating the role of law in maintaining

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
associated with school rules	friendship and care for others at home and school	such as freedom and protection, in everyday situations	speech and destructive criticism in debates or through social media	disagreements in a range of social and work-based situations	peace in public and private domains
			History ACHHK114		History ACDSEH023
Consider points of view					
express their own point of view and listen to the views of others	recognise that there may be many points of view when probing ethical dilemmas and identify alternative views	describe different points of view associated with an ethical dilemma and give possible reasons for these differences	explain a range of possible interpretations and points of view when thinking about ethical dilemmas	draw conclusions from a range of points of view associated with challenging ethical dilemmas	use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> offering opinions in discussions that involve ethical considerations 	<ul style="list-style-type: none"> identifying a range of views on caring for the environment 	<ul style="list-style-type: none"> deciding on what basis an idea or action is trustworthy 	<ul style="list-style-type: none"> finding and unpacking biased research findings 	<ul style="list-style-type: none"> recognising the consequences of the non-disclosure of relevant facts for the outcomes of societal conflicts 	<ul style="list-style-type: none"> examining attitudes towards environments, diversity and socioeconomic disparity between groups of people
	English ACELT1589	English ACELT1603	English ACELT1609	English ACELT1807 History ACDSEH043	English ACELT1812 History ACDSEH125

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 – expressing empathy, demonstrating respect and taking 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 Intercultural understanding 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 and 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 find where Intercultural understanding has been identified in F–10 curriculum content. 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.

- [Intercultural understanding in English \(www.australiancurriculum.edu.au/English/General-capabilities\)](http://www.australiancurriculum.edu.au/English/General-capabilities)
- [Intercultural understanding in Mathematics \(www.australiancurriculum.edu.au/Mathematics/General-capabilities\)](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- [Intercultural understanding in Science \(www.australiancurriculum.edu.au/Science/General-capabilities\)](http://www.australiancurriculum.edu.au/Science/General-capabilities)
- [Intercultural understanding in History \(www.australiancurriculum.edu.au/History/General-capabilities\)](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 is organised into three interrelated organising elements:

- Recognising culture and developing respect
- Interacting and empathising with others
- Reflecting on intercultural experiences and taking responsibility

The diagram below sets out these elements.



Organising elements for Intercultural understanding

Recognising culture and developing respect

This element involves students in identifying, observing, describing and analysing 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 from 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.

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:

- investigate culture and cultural identity
- explore and compare cultural knowledge, beliefs and practices
- develop respect for cultural diversity.

Interacting and empathising with others

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. Through perspective taking, students think about familiar concepts in new ways, encouraging flexibility, adaptability and a willingness to try new cultural experiences. 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 imagining what it might be like to ‘walk in another’s shoes’ and identifying with others’ feelings, situations and motivations.

In developing and acting with intercultural understanding, students:

- communicate across cultures
- consider and develop multiple perspectives
- empathise with others.

Reflecting on intercultural experiences and taking responsibility

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. They learn to ‘stand between cultures’ and mediate cultural difference.

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:

- reflect on intercultural experiences
- challenge stereotypes and prejudices
- mediate cultural difference.

Recognising culture and developing respect

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Investigate culture and cultural identity					
share ideas about self and belonging with peers	identify and describe the various groups to which they belong and the ways people act and communicate within them	identify and describe variability within and across cultural groups	identify and describe the roles that culture and language play in shaping group and national identities	explain ways that cultural groups and identities change over time and in different contexts	analyse how membership of local, regional, national and international groups shapes identities including their own
Examples <ul style="list-style-type: none"> identifying the language(s) they speak, describing something special about themselves or their families 	Examples <ul style="list-style-type: none"> identifying who they are and where they are from 	Examples <ul style="list-style-type: none"> identifying diversity within a cultural group, such as members who challenge expectations of the cultural make-up of that group 	Examples <ul style="list-style-type: none"> exploring the idea that countries have national identities which can change over time 	Examples <ul style="list-style-type: none"> investigating the effects of time, re-location and changing ideas on cultural identity 	Examples <ul style="list-style-type: none"> investigating the concept of multiple identities, and opportunities to operate across cultural boundaries
English ACELA1426 Mathematics ACMNA289 History ACHHK002	English ACELA1443 History ACHHK028	English ACELT1594 Mathematics ACMNA080 History ACHHS077	English ACELA1515 History ACHHKS096	English ACELT1619 Mathematics ACMMG199 History ACDSEH043	English ACELT1633 History ACDSEH110
Explore and compare cultural knowledge, beliefs and practices					

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
identify, explore and compare culturally diverse activities and objects	describe and compare the way they live with people in other places or times	describe and compare a range of cultural stories, events and artefacts	describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom	analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts	critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> comparing what foods are eaten at home or on special occasions 	<ul style="list-style-type: none"> comparing how people in different places dress, where they live, their celebrations and daily activities 	<ul style="list-style-type: none"> comparing media, texts, dance and music from diverse cultural groups including their own, exploring connection to place 	<ul style="list-style-type: none"> comparing ways of celebrating births and marking deaths or 'coming of age' in different cultures and subcultures 	<ul style="list-style-type: none"> examining gender roles, concepts of family or relationship to the land 	<ul style="list-style-type: none"> exploring the complexities of traditional and contemporary cultures in a range of real and virtual settings
English ACELT1575 Mathematics ACMNA002 Science ACSSU004 History ACHHK003	English ACELT1587 Mathematics ACMNA040 Science ACSHE035 History ACHHK046	English ACELT1602 Mathematics ACMMG091 Science ACSHE061 History ACHHK060	English ACELT1613 Mathematics ACMMG140 Science ACSHE099 History ACHHK094	English ACELT1626 Science ACSHE119 History ACDSEH033	English ACELT1639 Mathematics ACMSP228 Science ACSHE228 History ACDSEH149
Develop respect for cultural diversity					

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
discuss ideas about cultural diversity in local contexts	describe ways that diversity presents opportunities for new experiences and understandings	identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation	discuss opportunities that cultural diversity offers within Australia and the Asia-Pacific region	understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities	understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> identifying cultural dimensions in familiar stories and events 	<ul style="list-style-type: none"> describing their participation in a range of cultural events at school or in their local community 	<ul style="list-style-type: none"> explaining the significance of a range of religious and cultural holidays and celebrations 	<ul style="list-style-type: none"> describing contributions that people from diverse cultural groups make to the community over time 	<ul style="list-style-type: none"> investigating the complex relationship between language, culture, and identity and efforts to protect these 	<ul style="list-style-type: none"> upholding the dignity and rights of others when participating in international online networks
English ACELT1578 Mathematics ACMNA001 History ACHHK003	English ACELT1591 Mathematics ACMMG041 History ACHHK045	History ACHHK063	English ACELT1608 Mathematics ACMMG144 Science ACSHE099 History ACHHK116	English ACELA1540 History ACDSEH054	English ACELT1634 Science ACSHE228 History ACDSEH143

Interacting and empathising with others

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
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Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Communicate across cultures					
recognise that people use different languages to communicate	describe how the use of words and body language in interactions may have different meanings for various cultural groups	recognise there are similarities and differences in the ways people communicate, both within and across cultural groups	identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding	explore ways that culture shapes the use of language in a wide range of contexts	analyse the complex relationship between language, thought and context to understand and enhance communication
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> learning and practising greetings in several languages 	<ul style="list-style-type: none"> discussing the meanings of a range of facial expressions and whether these mean the same thing to all people 	<ul style="list-style-type: none"> identifying various ways that people communicate depending on their relationship 	<ul style="list-style-type: none"> testing a range of strategies to overcome culturally based misunderstandings in given scenarios 	<ul style="list-style-type: none"> understanding how culture influences what people do or do not say to express cultural values, such as politeness 	<ul style="list-style-type: none"> engaging with texts to gain insight into the way culture shapes perspective
English ACELT1784 Mathematics ACMNA001 History ACHHK004	English ACELA1444 History ACHHK029	English ACELA1475 Mathematics ACMNA058 History ACHHK080	English ACELA1515	English ACELT1626	English ACELA1551 History ACDSEH088
Consider and develop multiple perspectives					
express their opinions and listen to the opinions of others in given situations	express their own perspectives on familiar topics and texts, and identify the perspectives of others	identify and describe shared perspectives within and across various cultural groups	explain perspectives that differ to expand their understanding of an issue	assess diverse perspectives and the assumptions on which they are based	present a balanced view on issues where conflicting views cannot easily be resolved

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples <ul style="list-style-type: none"> sharing views on foods they like, or ways their families celebrate significant cultural events 	Examples <ul style="list-style-type: none"> exploring a variety of perspectives on a specific event 	Examples <ul style="list-style-type: none"> exploring a range of perspectives on an issue through role plays 	Examples <ul style="list-style-type: none"> presenting the case for a perspective that differs from their own 	Examples <ul style="list-style-type: none"> exploring the factors that cause people to hold different perspectives 	Examples <ul style="list-style-type: none"> presenting multiple perspectives on complex social, environmental or economic issues
English ACELT1578 History ACHHK004	English ACELT1589 History ACHHK029	English ACELT1602 Mathematics ACMMG140 Science ACSHE061 History ACHHS069	English ACELT1610 Mathematics ACMSP169 Science ACSHE099 History ACHHK115	English ACELT1619 Mathematics ACMSP206 Science ACSHE136 History ACDSEH076	English ACELT1634 Mathematics ACMSP227 History ACDSEH141
Empathise with others					
imagine and describe their own feelings if they were put in someone else's place	imagine and describe the feelings of others in familiar situations	imagine and describe the feelings of others in a range of contexts	imagine and describe the situations of others in local, national and global contexts	imagine and describe the feelings and motivations of people in challenging situations	recognise the effect that empathising with others has on their own feelings, motivations and actions
Examples <ul style="list-style-type: none"> describing how they might feel in the place of people in stories or events 	Examples <ul style="list-style-type: none"> describing how a new student might feel on their first day in their school 	Examples <ul style="list-style-type: none"> describing how children in a range of locations, such as urban or rural areas or in different countries, feel about their place 	Examples <ul style="list-style-type: none"> presenting another person's story as seen through their eyes or as if 'walking in their shoes' 	Examples <ul style="list-style-type: none"> describing the possible feelings and motivations of people facing adversity, natural disasters or conflict 	Examples <ul style="list-style-type: none"> imagining and reflecting on the impact their words and actions have on others

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
English ACELT1783	English ACELT1582	English ACELT1596	English ACELT1610		English ACELA1564

Reflecting on intercultural experiences and taking responsibility

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Reflect on intercultural experiences					
identify and describe memorable intercultural experiences	identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts	identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences	explain what and how they have learnt from a wide range of intercultural interactions and experiences	reflect critically on the representation of various cultural groups in texts and the media and how they respond	reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> describing the visit of an Aboriginal, Torres Strait Islander or other community elder to their class 	<ul style="list-style-type: none"> describing what they have learnt about children in other places such as 'sister schools' 	<ul style="list-style-type: none"> identifying parallels between their own lives and the lives of others through a range of texts and media depicting diverse cultures 	<ul style="list-style-type: none"> explaining ways that different cultural perspectives have influenced their work or their thinking 	<ul style="list-style-type: none"> examining their responses to instances of cultural stereotyping 	<ul style="list-style-type: none"> describing how exposure to a diversity of views, ideas or experiences has or has not changed their thinking on an issue
English ACELT1580	English ACELY1655 Science ACSHE035 History ACHHK028	English ACELT1596 History ACHHS080	English ACELT1610 History ACHHK116	English ACELT1806	English ACELT1635
Challenge stereotypes and prejudices					

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
identify examples of the acceptance and inclusion of others in given situations	discuss the effects of acceptance and inclusion in familiar situations	explain the dangers of making generalisations about individuals and groups	explain the impact of stereotypes and prejudices on individuals and groups within Australia	identify and challenge stereotypes and prejudices in the representation of group, national and regional identities	critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> describing what inclusion might look and sound like in the classroom or playground 	<ul style="list-style-type: none"> role playing situations that explore varying outcomes of accepting and being accepted by others 	<ul style="list-style-type: none"> discussing the truth of statements about groups of people that begin with the word 'all' 	<ul style="list-style-type: none"> describing possible effects of prejudice on the daily life of a person from a minority group 	<ul style="list-style-type: none"> analysing the media representation of Australia's relations with countries in the Asia-Pacific region over time 	<ul style="list-style-type: none"> assessing the use of stereotypes in the portrayal of cultural minorities in national conflicts
English ACELT 1575	English ACELA1462	History ACHHS080	History ACHHK114	English ACELT1807	English ACELY1749 History ACDSEH145
Mediate cultural difference					
identify similarities and differences between themselves and their peers	recognise that cultural differences may affect understanding between people	identify ways of reaching understanding between culturally diverse groups	discuss ways of reconciling differing cultural values and perspectives in addressing common concerns	identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard	recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples <ul style="list-style-type: none"> identifying shared interests or hobbies with peers 	Examples <ul style="list-style-type: none"> seeking to understand the words and actions of others which may at first seem odd or strange to them 	Examples <ul style="list-style-type: none"> identifying common ground and shared interests, or developing shared projects with others 	Examples <ul style="list-style-type: none"> describing ways of reaching understanding through dialogue 	Examples <ul style="list-style-type: none"> engaging with views they know to be different from their own to challenge their own thinking 	Examples <ul style="list-style-type: none"> balancing the representation and defence of their ideas and perspectives with those of others in a range of social forums
English ACELT1575 History ACHHK002	English ACELT1590	English ACELA1488 History ACHHS080	English ACELA1501 History ACHHK114	English ACELY1731 Science ACSHE136	English ACELA1564 Mathematics ACMSP253 History ACDSEH146

Cross-Curriculum priorities

Overview

The Australian Curriculum has been written to equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

Accordingly, the Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With these considerations and the *Melbourne Declaration on Educational Goals for Young Australians* in mind, the curriculum gives special attention to these three priorities:

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

Cross-curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning areas.

The content descriptions that support the knowledge, understanding and skills of the cross-curriculum priorities are tagged with icons. The tagging brings to the attention of teachers the need and opportunity to address the cross-curriculum priorities at this time. Elaborations will provide further advice on how this can be done, or teachers can click on the hyperlink which will provide further links to more detailed information on each priority.

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.



Organising ideas

Code	Organising ideas
Country/Place	
OI.1	Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.
OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
OI.3	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
Culture	
OI.4	Aboriginal and Torres Strait Islander societies have many Language Groups.
OI.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
OI.6	Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.
People	
OI.7	The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.
OI.8	Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.
OI.9	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides a regional context for learning in all areas of the curriculum. It reflects Australia's extensive engagement with Asia in social, cultural, political, and economic spheres.

Many Asian nations are growing rapidly and are regionally and globally influential. Immigrants from all these countries have historically contributed to Australia's development and will continue to do so in the future. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia's social, intellectual and creative capital. It also builds understanding of the diversity of cultures and peoples living in Australia, fosters social inclusion and cohesion and is vital to the prosperity of Australia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

What encompasses Asia?

Asia can be defined in geographical terms, but it can also be described in terms of cultural, religious, historical and language boundaries or commonalities.

While it includes West and Central Asia, in Australian schools studies of Asia will pay particular attention to the sub-regions of:

- North-east Asia, including China, Mongolia, Japan, North Korea, South Korea and Taiwan
- South-east Asia, including Indonesia, Myanmar (Burma), Thailand, Malaysia, Brunei, Singapore, Vietnam, Laos, East Timor, the Philippines and Cambodia
- South Asia, including India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and the Maldives.

Organising ideas

Code	Organising idea
Asia and its diversity	
OI.1	The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.
OI.2	Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.
Achievements and contributions of the peoples of Asia	
OI.3	The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour.

OI.4	The arts and literature of Asia influence aesthetic and creative pursuits within Australia, the region and globally.
Asia-Australia engagement	
OI.5	Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
OI.6	Australia is part of the Asia region and our histories from ancient times to the present are linked.
OI.7	Australians play a significant role in social, cultural, political and economic developments in the Asia region.
OI.8	Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

Organising ideas

Code	Organising idea
Systems	
OI.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.
OI.2	All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
World Views	
OI.4	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.
OI.5	World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.
Futures	

OI. 6	The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
OI.8	Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.
OI.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.