



Australian
CURRICULUM
Review

HUMANITIES AND SOCIAL SCIENCES

CONSULTATION CURRICULUM

All elements F–10

Copyright statement

The copyright material published in this work is subject to the *Copyright Act 1968* (Cth) and is owned by ACARA or, where indicated, by a party other than ACARA.

This material is consultation material only and has not been endorsed by Australia's nine education ministers.

You may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you make others aware it can only be used for these purposes and attribute ACARA as the source. For attribution details, refer to clause 5 of the Copyright and Terms of Use published on the Australian Curriculum website – www.australiancurriculum.edu.au/copyright-and-terms-of-use.

ACARA does not endorse any product that uses the Australian Curriculum Review consultation material or make any representations as to the quality of such products. Any product that uses this material should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA.

TABLE OF CONTENTS

F–10 AUSTRALIAN CURRICULUM: HUMANITIES AND SOCIAL SCIENCES	1
ABOUT THE LEARNING AREA	1
Introduction	1
Rationale	1
Aims	2
Organisation of the learning area	2
Key connections	8
HUMANITIES AND SOCIAL SCIENCES (FOUNDATION – YEAR 6).....	15
Rationale	15
Aims	15
Organisation of the learning area	16
Curriculum elements.....	22
Foundation	22
Year 1	28
Year 2	36
Year 3	44
Year 4	55
Year 5	67
Year 6	81
HISTORY YEARS 7–10.....	96
Rationale	96
Aims	96
Organisation of the learning area	97
Curriculum elements.....	101
Year 7	101
Year 8	118
Year 9	134
Year 10	150

GEOGRAPHY YEARS 7–10	167
Rationale	167
Aims	167
Organisation of the learning area	167
Curriculum elements.....	172
Year 7	172
Year 8	180
Year 9	189
Year 10	198
CIVICS AND CITIZENSHIP 7–10	207
Rationale	207
Aims	207
Organisation of the learning area	208
Curriculum elements.....	212
Year 7	212
Year 8	218
Year 9	224
Year 10	231
ECONOMICS AND BUSINESS YEARS 7–10	237
Rationale	237
Aims	237
Organisation of the learning area	238
Curriculum elements.....	242
Year 7	242
Year 8	247
Year 9	253
Year 10	259

F–10 AUSTRALIAN CURRICULUM: HUMANITIES AND SOCIAL SCIENCES.

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Humanities and Social Sciences Foundation to Year 10 comprises five subjects:

- Humanities and Social Sciences from Foundation to Year 6: In these years, students are introduced to the disciplines of history and geography from Foundation, civics and citizenship in Year 3 and economics and business in Year 5.
- History in Years 7–10
- Geography in Years 7–10
- Economics and Business in Years 7–10
- Civics and Citizenship in Years 7–10.

The Australian Curriculum: Humanities and Social Sciences is written on the basis that all students will study Humanities and Social Sciences from Foundation to Year 6. In Years 7 to 10, students will study History. In Years 7 and 8, students will study Geography, Civics and Citizenship, and Economics and Business. In Years 9 and 10, student access to Geography, Civics and Citizenship, and Economics and Business will be determined by school authorities or individual schools.

Rationale

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

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

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

Aims

The Australian Curriculum: Humanities and Social Sciences aims to ensure that students develop:

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

Organisation of the learning area

Content structure

The Australian Curriculum: Humanities and Social Sciences is presented in year levels for the knowledge and understanding strand and bands for the skills strand from Foundation to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Each year level includes example inquiry questions that provide a framework for developing students' knowledge and understanding, and skills.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

The Australian Curriculum: Humanities and Social Sciences is organised under two interrelated strands:

- Knowledge and understanding
- Skills.

Under each strand, curriculum content is further organised into sub-strands.

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

In Humanities and Social Sciences there are core concepts for each of the five subjects. In F–6 Humanities and Social Sciences the core concepts are broad to encompass the essential content across history, geography, civics and citizenship, and economics and business. The core concepts in F–6 develop into more discipline-specific core concepts in Years 7 to 10 within each of the subjects: history, geography, civics and citizenship, and economics and business.

The Humanities and Social Sciences F–10 core concepts are presented in Figure 1.

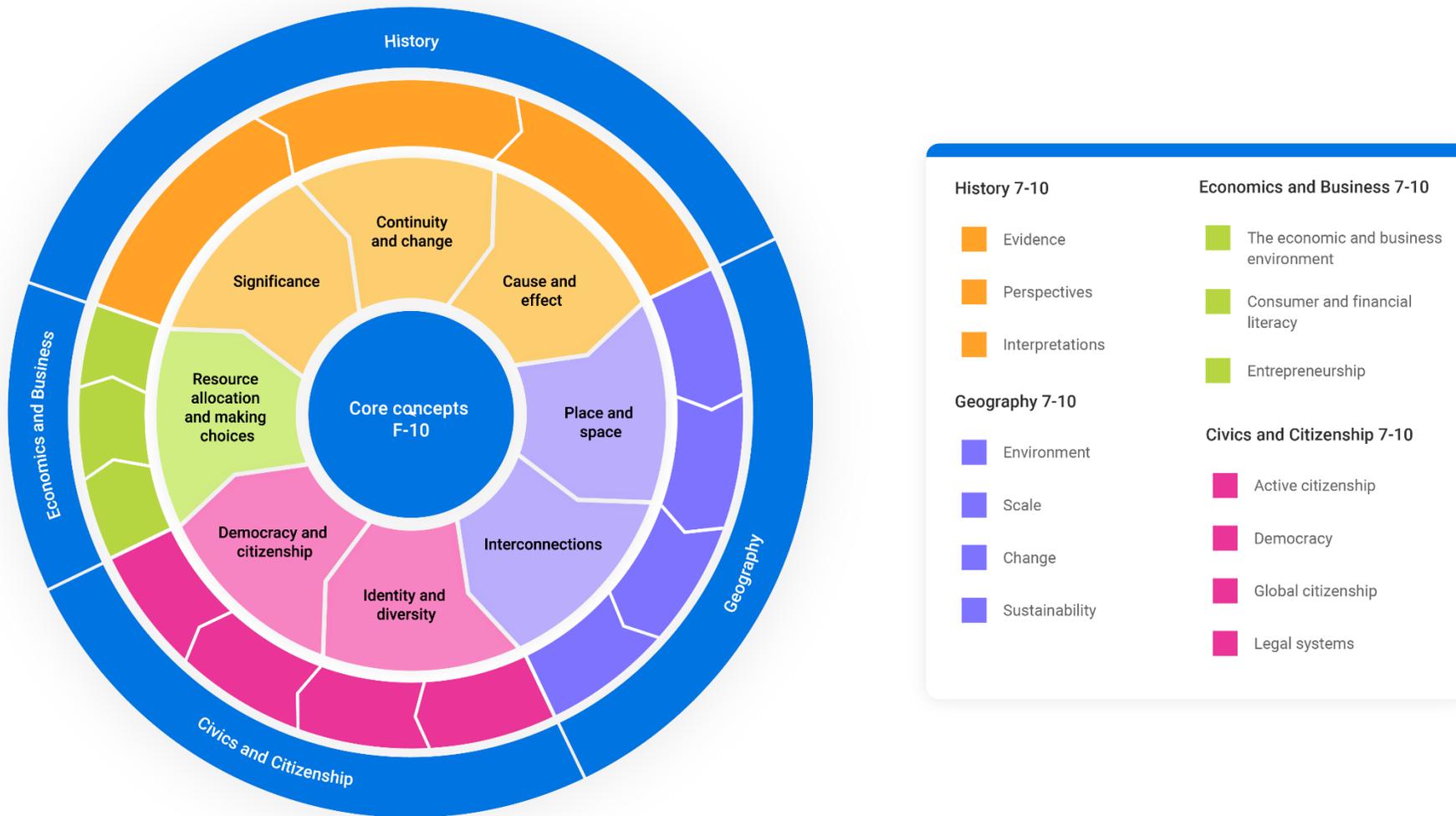


Figure 1: Humanities and Social Sciences F–10 core concepts

Read more

Humanities and Social Sciences F–6

The core concepts for Humanities and Social Sciences F–6 have been drawn from the four disciplines of Humanities and Social Sciences to inform the knowledge, understandings and skills that will be developed to support further learning in the four Years 7–10 subjects.

The core concepts are:

- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and/or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past).
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development.
- **Place and space** – The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern).
- **Interconnections** – The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other.
- **Identity and diversity** – The factors, including values and traditions, that shape personal and shared identity and the diversity of Australia as a multicultural and multi-faith society.
- **Democracy and citizenship** – The key democratic and legal institutions, processes, rights and roles that underpin Australian democracy, and the responsibilities and obligations of citizens in local, regional, national and global communities.
- **Resource allocation and making choices** – The process of using available or limited resources for competing alternative uses and the choices that individuals and society make to satisfy needs and wants.

History 7–10

The core concepts for History 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of History.

- **Evidence** – The information obtained from primary and secondary sources that is valuable for a particular narrative and/or inquiry to support a hypothesis or to prove or disprove a conclusion.

- **Perspectives** – Historical perspectives are the point of view, beliefs, values and experiences from individuals and groups at the time.
- **Interpretations** – Contestable explanations of the past about a specific person, event or development, typically as a result of a disciplined inquiry made by historians.
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and /or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past).
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development.
- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.

Geography 7–10

The core concepts for Geography 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of Geography.

- **Place** – Areas of the earth’s surface examined at different spatial levels, shaped by environmental processes and human actions over time and given meaning by people.
- **Space** – The significance of location and distribution at different spatial levels, and the ways people organise and manage spaces.
- **Environment** – The natural, constructed and sustainably managed features of the environment and the important interrelationships between humans and the environment.
- **Scale** – The way that geographical phenomena and processes can be examined at different spatial levels.
- **Change** – The importance of understanding change in environmental and human processes and cause-and-effect relationships for sustainability.
- **Interconnection** – Interactions within and between systems such as social systems and natural systems, at different spatial levels.
- **Sustainability** – The capacity of the environment to continue to support our lives and other living creatures into the future, and the ways people contribute through individual and community actions to a sustainable and just future.

Civics and Citizenship 7–10

The core concepts for Civics and Citizenship 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of Civics and Citizenship.

- **Active citizenship** – Citizens are entitled to certain privileges and responsibilities, therefore, being an active citizen requires engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels.
- **Democracy** – A system of government where power is vested in the people, who may exercise it directly or through elected representatives, and who may remove and replace their political leaders and government in free and fair regular elections.
- **Global citizenship** – Recognition that we live in an increasingly interdependent world, where citizens' identity transcends geography or political borders, and people have rights and responsibilities at a global level.
- **Legal systems** – The laws, processes for making those laws, and judicial systems that ensure laws are followed and enforced by members of countries or communities.
- **Identity and diversity** – A person's sense of who they are, and conception and expression of their individuality or association with a group culture or to a state or nation, a region or the world regardless of one's citizenship status, and acknowledgement of diversity within communities.

Economics and Business 7–10

The core concepts for Economics and Business 7–10 have been developed to identify the essential content students should for a deep and increasingly sophisticated understanding of Economics and Business.

- **Resource allocation and decision-making** – The process of using available, limited resources for competing alternative uses that satisfy society's increasing needs and wants. As every need and want cannot be satisfied with available resources, choices must be made about how resources are allocated most effectively, based on the actions of consumers, producers, workers, the financial sector, governments and other economies.
- **The economic and business environment** – The ways businesses operate at many levels, and the ways they respond to opportunities and changing circumstances and conditions. As businesses operate in markets, the decisions they make have social, economic and environmental consequences.
- **Consumer and financial literacy** – Making responsible and informed decisions about consumer and financial issues and managing money and assets, and how these decisions affect human wellbeing, sense of security and awareness of future options.
- **Entrepreneurship** – How individuals respond to risks and rewards within the economic and business environment, develop and improve activities, and create economic, social and cultural value within a range of contexts.

Key connections

General capabilities

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities are developed through learning area content; they are not separate learning areas, subjects or isolated skills.

Opportunities to develop general capabilities in learning area content vary. All general capabilities are of relevance and application to Humanities and Social Sciences. These are Digital Literacy, Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Ethical Understanding.

Literacy and numeracy are fundamental to all learning. While literacy and numeracy development are core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including Humanities and Social Sciences.

General capabilities are identified in content descriptions when they are developed or applied through learning area content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Read more

Literacy

In the Australian Curriculum: Humanities and Social Sciences, students develop literacy capability as they learn how to build knowledge in relation to historical, geographical, civic and economic information, concepts and ideas. Students progressively learn to use a wide range of informational, persuasive and imaginative texts in multiple modes. These texts include stories, narrative recounts, reports, explanations, arguments, debates, timelines, maps, tables, graphs and images, often supported by references from primary and secondary sources. Students learn to make increasingly sophisticated language and text choices, understanding that language varies according to context, including the nature and stages of their inquiry. They learn to use language features and text structures to comprehend and compose cohesive texts about places, people, events, processes, systems and perspectives of the past, present and future. These include topic-specific vocabulary; appropriate tense verbs; and complex sentences that describe sequential, cause-and-effect and comparative relationships. They recognise how language and images can be used to make and manipulate meaning and evaluate texts for shades of meaning and opinion. Students also participate in debates and discussions and develop a considered point of view when communicating conclusions and preferred social and environmental futures to a range of audiences.

Numeracy

In the Australian Curriculum: Humanities and Social Sciences, students develop numeracy capability as they apply numeracy skills in relation to historical, geographical, civic and economic inquiries. Students count and measure data and information, construct and interpret tables and graphs, and calculate and interpret statistics in their investigations. 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. They collect data through methods such as surveys and field tests, and construct and interpret maps, models, diagrams and remotely sensed and satellite images, working with numerical concepts of grids, scale, distance, area and projections.

Students learn to analyse numerical data to make meaning of the past; to test relationships in patterns and between variables, such as the effects of location and distance; and to draw conclusions. They make predictions and forecast outcomes based on civic, economic and business data, and environmental and historical information, and represent their findings in numerical and graphical form. Students use numeracy to understand the principles of financial management, and to make informed financial and business decisions. They appreciate the ways numeracy knowledge and skills are used in society and apply these to hypothetical and/or real-life experiences.

Digital Literacy

In the Australian Curriculum: Humanities and Social Sciences, students develop digital literacy when they locate, process, analyse, evaluate and communicate historical, geographic, civic and economic information using digital literacy. Students access and use digital literacy, including spatial technologies, as an investigative and creative tool. They seek a range of digital sources of information to resolve inquiry questions or challenges of historical, geographic, civic and economic relevance, being aware of intellectual property. They critically analyse evidence and trends and critique source reliability. Using digital literacy, students present and represent their learning, and collaborate, discuss and debate to co-construct their knowledge. They plan, organise, create, display and communicate data and information digitally using multimodal elements for a variety of reasons and audiences.

Students enhance their digital literacy by exploring the increasing use of technology and the effects of technologies on people, places and civic and economic activity over time and place. They learn about and have opportunities to use social media to collaborate, communicate and share information, and build consensus on issues of social, civic, economic and environmental significance, while using an awareness of personal security protocols and ethical responsibilities.

Critical and Creative Thinking

In the Australian Curriculum: Humanities and Social Sciences, students develop critical and creative thinking as they investigate historical, geographic, civic and economic concepts and ideas through inquiry-based learning. The effective development of critical and creative thinking in Humanities and

Social Sciences enables students to develop enterprising behaviours and learn to apply concepts and skills to new contexts and endeavours. Students build their inquiry skills as they learn to develop and clarify investigative questions, and to assess reliability when selecting information from diverse sources. Analytical skills are developed when students use evidence to support an argument or position on a social, cultural or political issue, interpret and analyse economic data and/or information, and apply discipline-specific knowledge and understandings as they draw conclusions and propose solutions to complex problems.

Students develop creative thinking dispositions when they are encouraged to be curious and imaginative in investigations and fieldwork, to consider multiple perspectives about issues and events, and when thinking deeply about questions that do not have straightforward answers. They imagine alternative futures in response to social, environmental, civic and economic challenges that require problem-solving and innovative solutions, proposing appropriate and alternative courses of action and considering the effects on their own lives and the lives of others.

Personal and Social Capability

In Australian Curriculum: Humanities and Social Sciences students develop personal and social capability (self and social awareness) as they gain an understanding of people and places through historical, geographic, civic and economic inquiry. Through learning experiences that enhance reflective practice, students develop an appreciation of the insights and perspectives of others and an understanding of what informs their personal identity and sense of belonging, including concepts of place and their cultural and national heritage.

Learning through inquiry enables students to develop self-management skills by directing their own learning and providing opportunities to express and reflect on their opinions, beliefs, values and questions. Social management skills are developed as students collaborate with others to make informed decisions, show leadership and demonstrate advocacy skills to achieve desired outcomes and to contribute to their communities and society more broadly.

Ethical Understanding

In Australian Curriculum: Humanities and Social Sciences, students develop ethical understanding as they investigate the ways that diverse values and principles have influenced human activity. As students develop informed, ethical values and attitudes they are able to explore different perspectives, ambiguities and ethical considerations related to social and environmental issues. They discuss and apply ethical concepts such as equality, respect and fairness, examine shared beliefs and values that support Australian democracy and citizenship, and become aware of their own roles, rights and responsibilities as participants in their social, economic and natural world.

Intercultural Understanding

In the Australian Curriculum: Humanities and Social Sciences, students develop intercultural understanding as they learn about the diversity of the world's places, peoples and their lives, cultural practices, values, beliefs and ways of knowing. They learn the importance of understanding their own and others' histories, recognising the significance of Aboriginal and Torres Strait Islander Peoples' histories and cultures, and the contribution of Australian migrants, and demonstrate respect for cultural diversity and the human rights of all people.

Students learn of Australia's economic and political relationship with other countries and the role of intercultural understanding for the present and future. As they investigate the interconnections between people and the significance that places hold, they learn how various cultural identities, including their own, are shaped. They reflect on their own intercultural experiences and explore how people interact across cultural boundaries, considering how factors such as group membership, traditions, customs and religious and cultural practices impact on civic life.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All three cross-curriculum priorities – Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability – have relevance and meaning to the Humanities and Social Sciences curriculum.

Read more

Aboriginal and Torres Strait Islander Histories and Cultures

The Australian Curriculum: Humanities and Social Sciences is the primary learning area where students explore and deepen their knowledge of Aboriginal Peoples and Torres Strait Islander Peoples as the world's oldest continuous living cultures and Australia's First Nations Peoples.

This learning area provides students with the opportunities to understand the histories of Australia's First Peoples, which involves occupation of the Australian continent for more than 60,000 years, and the enduring impacts on Australia's First Nations cultures of colonisation and the doctrine of terra nullius on ownership of and access to Country/Place. Importantly, this learning area includes the significant contributions of Aboriginal and Torres Strait Islander Peoples' histories and cultures on a local, national and global scale.

Students appreciate and celebrate the diversity of Aboriginal and Torres Strait Islander cultures and how these cultures are based on special connections to Country/Place, and have unique belief systems and ways of being, knowing, thinking and doing linked to these physical and spiritual interconnections. The development of these understandings includes exploring contemporary issues that demonstrate the dynamic nature of Australia's First Nations cultures.

This learning area develops students' knowledge of citizenship that positions Aboriginal Peoples and Torres Strait Islander Peoples as the traditional owners of Country/Place and highlights how native title law recognises Australia's First Peoples' rights and interests. This includes the examination of the sophisticated Aboriginal and Torres Strait Islander social organisation systems, protocols, kinship structures, economies and enterprises.

To study Aboriginal and Torres Strait Islander Histories and Cultures students use primary and secondary sources, including oral histories and traditional, culturally appropriate sources, to see events through multiple perspectives, and to empathise and ethically consider the investigation, preservation and conservation of sites of significance to Aboriginal Peoples and Torres Strait Islander Peoples.

Asia and Australia's Engagement with Asia

In the Humanities and Social Sciences, students can investigate the diversity of cultures, values, beliefs, histories and environments that exists between and within the countries of the Asia region, and how this diversity influences the way people interact with each other, the places where they live, and the social, economic, political and cultural systems of the region as a whole. Students can investigate the reasons behind both internal migration in the Asia region and from Asia to Australia, and so develop understanding of the experiences of the people of Asian heritage who are now Australian citizens. Students can learn about the shared history and the environmental, social and economic interdependence of Australia and the Asia region. In a changing globalised world, the nature of interdependence between Asian regions and Australia continues to change. By exploring the way transnational and intercultural collaboration supports the notion of shared and sustainable futures, students can reflect on how Australians can participate in the Asia region as active and informed citizens.

Sustainability

The Australian Curriculum: Humanities and Social Sciences helps students develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students respond to the challenges of sustainability requiring an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The learning area provides content that supports the development of students' world views, particularly in relation to judgements about past social and economic systems, and access to and use of Earth's resources. It gives students opportunities 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. The curriculum prepares students to be informed consumers, to act in enterprising and innovative ways and to perceive business opportunities in changing local, regional and

global economic environments. Students explore contemporary issues of sustainability and develop action plans and possible solutions to local, national and global issues that have social, economic and environmental perspectives.

Learning areas

The Australian Curriculum: Humanities and Social Sciences provides opportunities to integrate and connect content to other learning areas, in particular, English, Mathematics, Science and Languages.

Read more

English

Humanities and Social Sciences and English share a focus on analysing, interpreting and evaluating information and texts, considering the ways in which points of view shape texts. Both learning areas help students to develop written, visual, digital and multimodal texts by selecting text and language features for a range of purposes and audiences.

Mathematics

Humanities and Social Sciences and Mathematics share a focus on financial literacy; this includes understanding the principles of financial management to make informed financial and business decisions. Mathematics draws on aspects of the Humanities and Social Sciences curriculum to provide ethical considerations and rich contexts through which to teach and apply mathematics. Students learn to organise, interpret, analyse and present information in numerical and graphical form about historical and civic events and developments to make meaning of the past and present. They learn to use scaled timelines, including those involving negative and positive numbers, and calendars and dates to represent information on topics of historical significance and to illustrate the passing of time. In constructing and interpreting maps, students work with numerical concepts associated with grids, scale, distance, area and projections.

Science

Humanities and Social Sciences and Science share a focus on understanding patterns of continuity and change in the world. Humanities and Social Sciences subjects draw on students' scientific understandings of Biological and Earth and Space science and provide an opportunity for students to explore socio-scientific issues through the lens of Science as a Human Endeavour. The two learning areas also share a focus on developing students' inquiry practices, with a shared focus on questioning and data collection and analysis to form evidence-based conclusions and arguments.

Languages

Humanities and Social Sciences and Languages share the learning contexts that developmentally shape students' world. In both learning areas students' learning begins with perspectives of their personal worlds, then extends beyond the personal to their local communities and then to national and global contexts and perspectives. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

HUMANITIES AND SOCIAL SCIENCES (FOUNDATION – YEAR 6)

Rationale

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students in Foundation to Year 6 come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The Australian Curriculum: Humanities and Social Sciences (HASS) F–6 plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

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

The Australian Curriculum: HASS F–6 empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. Students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Aims

The Australian Curriculum: HASS F–6 aims to ensure that students develop:

- foundational knowledge and skills for history, geography, civics and citizenship, and economics and business to support their learning in discipline-specific HASS subjects from Years 7 to 10
- an understanding of the core concepts applied to disciplinary and/or cross-disciplinary inquiries
- a sense of their personal world, wider community, region, country and the world in terms of key historical, geographical, civic and economic contexts
- an appreciation of the nature of both past and contemporary Australian society, including Aboriginal and Torres Strait Islander People' histories and cultures, and the diversity of other cultures and groups

- skills to engage in inquiries including questioning, researching, analysing, evaluating and communicating
- capabilities to engage in everyday life including critical and creative problem-solving and informed decision-making.

Organisation of the learning area

Content structure

The Australian Curriculum: HASS F–6 is presented in year levels for the knowledge and understanding strand and bands for the skills strand from Foundation to Year 6.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Two types of example inquiry questions are provided for each year level.

- Cross-disciplinary inquiry questions provide guidance on how learning in two or more sub-strands might be connected.
- Sub-strand (discipline-specific) inquiry questions provide a framework for developing students' knowledge and understanding, and inquiry and skills, in the sub-strand.

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

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

The Australian Curriculum: HASS F–6 is organised under two interrelated strands:

- Knowledge and understanding
- Skills.

Under each strand, curriculum content is further organised into sub-strands.

The two strands are interrelated and should be programmed and taught in an integrated way. The content descriptions of the two strands have been written so that at each year this integration is possible. The knowledge and understanding strand provides the contexts through which skills and understandings of the core concepts are developed in increasing complexity across Foundation to Year 6.

Knowledge and understanding strand

This strand comprises knowledge and understanding organised under the four sub-strands of history, geography, civics and citizenship, and economics and business. The sub-strands of history and geography exist from Foundation to Year 6, the sub-strand of civics and citizenship is introduced in Year 3, and the sub-strand of economics and business is introduced in Year 5. Table 1 shows when each knowledge and understanding sub-strand is introduced in F-6.

Skills strand

This strand comprises skills organised under four sub-strands. Students apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

- **Questioning and researching** – Students develop questions about events, people, places, ideas, developments, issues and/or phenomena that relate to their developing understanding of disciplinary concepts (before, during and after stages of inquiry) to guide their investigations,

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

- **Interpreting, analysing and evaluating information and data** – Students explore information, evidence and data to identify and interpret features, distributions, patterns, trends and relationships, key points, fact and opinion, points of view, perceptions and interpretations. Students also identify the purpose and intent of sources and determine their accuracy and reliability.
- **Concluding and responding** – Students propose explanations for events, developments, issues and/or phenomena, draw evidence-based conclusions and use criteria and democratic processes to make informed decisions and judgements. They work with others with respect and reflect on learning to suggest courses of action in response to an issue or problem and predict possible and preferred effects of actions.
- **Communicating** – Students present ideas, findings, viewpoints, explanations, predictions, decisions, judgements and/or conclusions in appropriate digital and non-digital forms for different audiences and purposes, using discipline-specific terminology.

Table 1 shows the introduction of knowledge and understanding sub-strands for F–10

Table 2 shows the relationship between the skills sub-strands and each HASS subject.

Table 1. Introduction of knowledge and understanding sub-strands for F–10

Strand	Foundation – Year 2	Years 3–4	Years 5–6	Years 7–10
History	✓	✓	✓	History
Geography	✓	✓	✓	Geography
Civics and Citizenship	n/a	✓	✓	Civics and Citizenship
Economics and Business	n/a	n/a	✓	Economics and Business

Table 2. Relationship between the skills sub-strands and each HASS subject

HASS F–6	History 7–10	Geography 7–10	Civics and Citizenship 7–10	Economics and Business 7–10
Questioning and researching	Asking historical questions	Investigating using geographical methods	Asking questions about civics and citizenship	Investigating contemporary economics and business issues
	Identifying continuity and change		Investigating contemporary civics and citizenship issues	
Interpreting, analysing and evaluating data and information	Sequencing chronology	Interpreting and analysing geographical data and information	Evaluating political and legal institutions	Interpreting and analysing
	Analysing causes and effects			
	Evaluating historical significance			
Concluding and decision-making	Using historical sources as evidence	Concluding and decision-making	Participating in civic processes	Economics and business decision-making
Communicating	Communicating	Communicating	Communicating	Communicating

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences. They give clarity and direction about what content matters most in the subject. In the curriculum development process, core concepts help identify the essential content students should learn in order to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the primary years of schooling.

The core concepts for Australian Curriculum: HASS F–6 have been drawn from the four HASS disciplines to inform the knowledge, understandings and skills that will be developed to support further learning in the four Years 7–10 subjects. See Figure 2.

The core concepts are:

- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and/or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past)
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development
- **Place and space** – The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern)
- **Interconnections** – The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other
- **Identity and diversity** – The factors, including values and traditions, that shape personal and shared identity and the diversity of Australia as a multicultural and multi-faith society
- **Democracy and citizenship** – The key democratic and legal institutions, processes, rights and roles that underpin Australian democracy, and the responsibilities and obligations of citizens in local, regional, national and global communities
- **Resource allocation and making choices** – The process of using available or limited resources for competing alternative uses and the choices that individuals and society make to satisfy needs and wants.

Figure 2 shows the core concepts of HASS F–6.

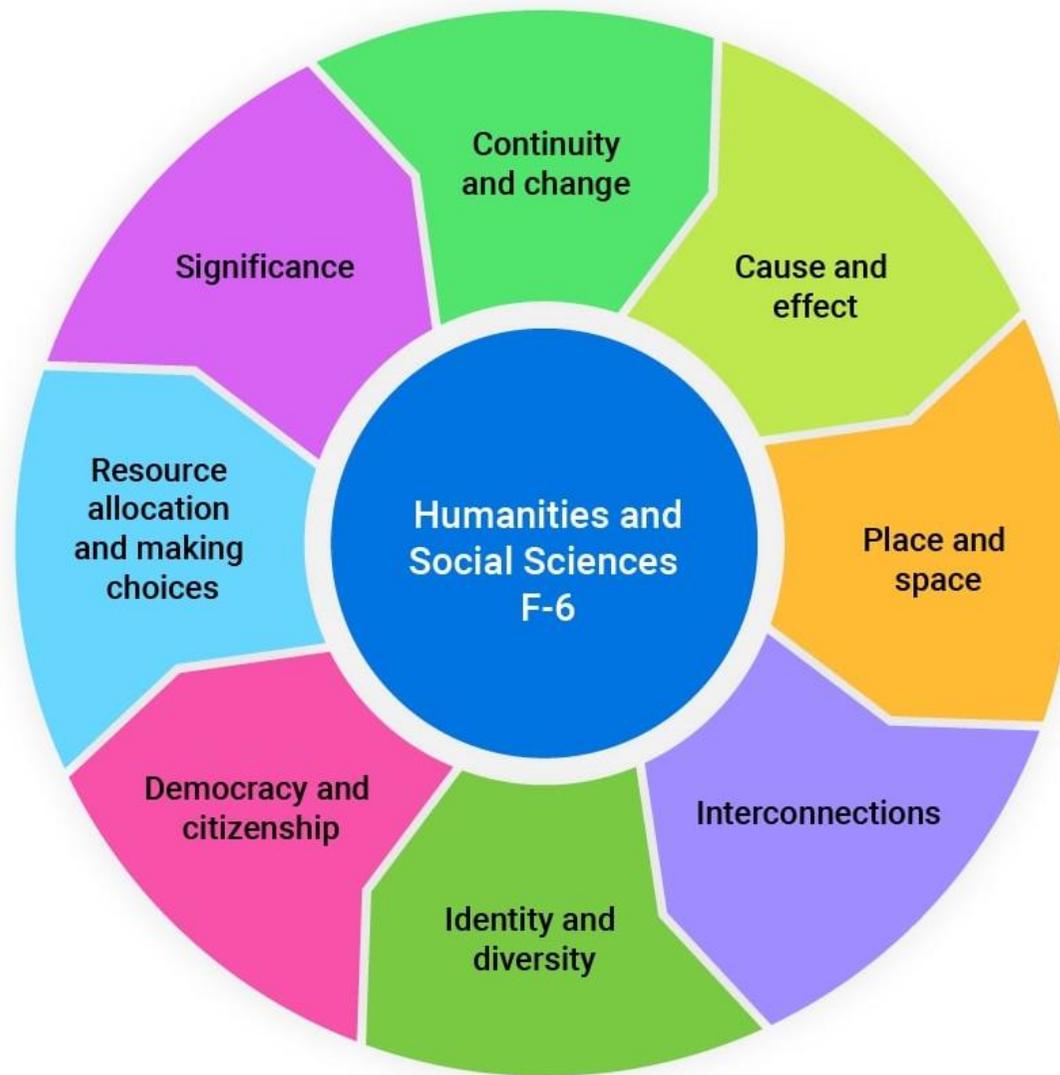


Figure 2. HASS F-6 core concepts

Australian Curriculum: Humanities and Social Sciences (HASS) – All elements F-10
Consultation curriculum

Curriculum elements

Foundation

Year level description

My personal world

The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on the student's own history and their own place. Through studies of their family, familiar people and their own history, students look at evidence of the past, exposing them to an early understanding that the past is different from the present. They come to understand why some events are important in their own and others' lives, and how different people commemorate events that are important to them. Students explore the places they live in and belong to and learn to observe and describe their features. They explore their own special places and identify the reasons why places are important to individuals and groups. They recognise that their school site and local community has a special connection to First Nations People of Australia. The idea of location is introduced through recognising the representation of familiar locations on picture maps and models.

Connection to the Early Years Learning Framework

Students discuss and share personal observations and perspectives on their histories and special places with their peers, contributing to their sense of identity, connection and belonging. Through inquiries, they begin to develop skills and processes for investigating their personal worlds, develop dispositions for learning such as curiosity and imagination, and resource their own learning through connecting with people and places.

Inquiry questions

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

HASS

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

History

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

Geography

- What is a place?
- What are places like?
- What makes a place special?

Achievement standard

By the end of Foundation, students identify significant events in their own lives, how some significant events are commemorated/celebrated, and how stories of the past show evidence of continuity and change. They identify the features of familiar places and why some places are special to people.

Students pose questions and use observations of places and provided sources to recognise continuity and change and the features of places. They sequence events on pictorial timelines and recognise how locations are represented. Students share observations, points of view and stories about their past and significant events, as well as about familiar places and ways they can care for them.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn about:</i>	<i>This may involve students:</i>
Knowledge and understanding	History	who the people in their family are, where they were born and raised, and how they are related (AC9HSFK01)	identifying and naming the different members of a family (for example, mother, father, step-parent, caregiver, sister, brother, grandparent, aunty, uncle, cousin), acknowledging the kinship structure in First Nations Australian families (for example, 'My cousins are my brothers and sisters.') and creating concept maps of their family with pictures or photographs to show the relationship between family members (AC9HSFK01_E1)
		how they, their family and friends celebrate and/or commemorate past events that have significance for them (AC9HSFK02)	finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map (AC9HSFK01_E2)
			making a calendar of events that students, their family and friends celebrate or commemorate (for example, birthdays; religious festivals such as Easter, Ramadan, Buddha's Birthday, Feast of Passover, Coming of the Light; family reunions; cultural festivals; and community commemorations such as NAIDOC week and Anzac Day) and discussing why they are important (AC9HSFK02_E1)
			recognise that 'Acknowledgement of Country' or 'Welcome to Country' is significant as part of commemorating or celebrating at a particular place so the Country/Place and traditional custodians of the land, sea, waterways and sky are acknowledged (AC9HSFK02_E2)

		discussing ways of celebrating these significant occasions (for example, special meals, family gatherings, visiting special places) (AC9HSFK02_E3)
		how the stories of their families and the past show continuity and change (AC9HSFK03)
		engaging with the oral traditions, painting and music of First Nations Australian and recognising the continuity of traditions being passed down from generation to generation, the role of elders and the significance of ancestors (AC9HSFK03_E1)
		sharing the story of an object from their family's past (for example, a photograph, old toy, statue, medal, artwork, jewellery), describing how such objects are similar or different to their own (for example, 'What is the same/different about this old doll compared with the dolls in our classroom? How have dolls changed? How are they the same?') (AC9HSFK03_E2)
		use stories, images and personal artefacts from their own families, as well as family stories from other families and co-educators, famous children's authors and other public figures to explore what families in the past had in common with other families in the past and with families today (for example, people who provide for their needs and wants, love, safety, rituals, celebrations, rules, change such as new babies and dying, migration) (AC9HSFK03_E3)
		recognising that First Nations Australians Dreaming and Creation stories from the past were oral based and these same stories are now presented in different ways, such as published books and YouTube videos. (AC9HSFK03_E4)
Geography	the familiar features of places people belong to, and why some places are special and how they can be looked after (AC9HSFK04)	identifying the places, communities, Country/Place they live in and belong to and why that place may be special to them (for example, a neighbourhood, suburb, town or rural locality, community, First Nations Australian's Country/Place) (AC9HSFK04_E1)
		describing the features of their own place and places they are familiar with or they are aware of (for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television or websites/in eBooks) (AC9HSFK04_E2)
		identifying reasons why people live in or visit places, such as the provision of basic needs, such as water, food, and shelter and to enhance lives such as holiday places, places for recreation, and maintain cultural connections to Country/Place. (AC9HSFK04_E3)
		discussing different ways, they could contribute to caring for special places, including those that are unique (AC9HSFK04_E4)

		<p>The importance of Country/Place to First Nation Australians and the First Nations Australians' Country/Place on which the school is located (AC9HSFK05)</p>	<p>identifying how and why the words 'Country/Place' are used by First Nations Australians for the places to which they belong (AC9HSFK05_E1)</p> <p>identifying and using the name of the local First Nations Australians' language group (AC9HSFK05_E2)</p> <p>inviting members of the traditional owner group to talk about Country/Place and places of cultural and historical significance to the First Nations Australians' community in the local neighbourhood, suburb, town or rural area (AC9HSFK05_E3)</p> <p>identifying local First Nations Australian landmarks and traditional sacred and significant sites in the local area (AC9HSFK05_E4)</p>
Strand / Sub-strand	Content description	Elaboration	
	<i>Students learn to:</i>	<i>This may involve students:</i>	
Skills	Questioning and researching	pose questions about familiar objects, people, places and events (AC9HSFS01)	<p>posing questions about family and places, having explored sources relating to their own life (for example, sources such as family interviews, photographs, stories, film, classmates' paintings, excursions to places) (AC9HSFS01_E1)</p> <p>posing questions about the lives, places and events of family members and inquiring about their own history (for example, asking the questions 'How old was I?' 'Where was I?' and 'What was I doing?' in response to family photographs) (AC9HSFS01_E2)</p> <p>posing questions about artefacts of the past, discussing their significance (for example, 'Is it old or new?', 'What was it used for?' 'Was it important/special?') and representations of places (for example, 'Where is this place?', 'What does this show?' and 'What is that?') (AC9HSFS01_E3)</p> <p>posing questions to others about their past and current lives and those of their family to identify significant events and how lives in the past were similar and different to the present (for example, 'What did you do for Christmas when you were a child? Did you commemorate ANZAC Day/NAIDOC week? What toys did you have as a child? Who lived in your house when you were five?') (AC9HSFS01_E4)</p> <p>posing questions about the place they are in after being encouraged to observe it using various senses (AC9HSFS01_E5)</p>

		<p>posing questions about the features of places they live in and belong to, why places are special to them and how special places can be cared for (for example, 'What makes my favourite places special? How do I look after my favourite places?') (AC9HSFS01_E6)</p>
	<p>sort and record information and data, including the representation of time with pictorial timelines and the recognition of locations on pictorial maps or models (AC9HSFS02)</p>	<p>sorting and displaying sources related to an investigation (for example, historical sources such as pictures, photographs and family mementoes, and geographic sources such as items collected in the field, sketches of observations, measurements) (AC9HSFS02_E1)</p>
		<p>contributing information to shared records of places, families and friends (for example, adding personal details to murals, concept maps, tally charts and pictorial tables) (AC9HSFS02_E2)</p>
		<p>identifying features on a map of a familiar place such as the school grounds and linking the representation of specific features to pictures they have drawn of those features (AC9HSFS02_E3)</p>
		<p>creating representations to show the location of features of familiar places (for example, using objects to make models of a place, taking photos of it from a 'bird's-eye view' and drawing their model) or representing time with pictorial timelines (AC9HSFS02_E4)</p>
	<p>Interpret, discuss and share points of view on information and data related to significant events and special places (AC9HSFS03)</p>	<p>comparing aspects of childhood of past generations (for example, parents, elders, grandparents, familiar older person) with similar aspects of their childhood and discussing their preferences (AC9HSFS03_E1)</p>
		<p>identifying places in the playground or local area that they like or places they like to avoid, and talking about the reasons for their feelings (AC9HSFS03_E2)</p>
		<p>discussing a photo or object from the past and a photo or object from the present and how they show a way that life was similar or different in the past (AC9HSFS03_E3)</p>
	<p>Concluding and decision-making</p>	<p>draw conclusions in response to questions and evidence (AC9HSFS04)</p>
		<p>suggesting ideas about the use of a culturally diverse range of objects from the past and proposing reasons why the objects might have been important (AC9HSFS04_E1)</p>
		<p>identifying how a story connects with an aspect of their family history (for example, how a story book shows how and where their grandparents or a familiar older person once lived) (AC9HSFS04_E2)</p>
		<p>identifying a number of aspects of their lives that are like those of older family members and a number that are different (AC9HSFS04_E3)</p>

Communicating		identifying those celebrations and commemorations in their lives and those of their family that are most significant (AC9HSFS04_E4)
		identifying a number of the features of places they belong to that make them special (AC9HSFS04_E5)
	present stories, information and findings in oral, graphic or written forms using terms to denote the passing of time and to describe location (AC9HSFS05)	describing events they have experienced and/or different places they have visited, using different modes of communication (for example, orally, through objects, pictures and drawings, role-play, photographs and film) (AC9HSFS05_E1)
		reporting family history by presenting information in talk, film, drawings and play and by creating imaginative responses (AC9HSFS05_E2)
		using terms to denote the passage of time (for example, 'then', 'now', 'yesterday', 'today', 'tomorrow') when talking about their experiences (AC9HSFS05_E3)
		using appropriate terms to describe the direction and location of a place (for example, 'near and far', 'above and below', 'beside and opposite') (AC9HSFS05_E4)

Year 1

Year level description

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

The Year 1 curriculum provides a study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families and the places they and others belong to. They explore similarities and differences in family life over recent time and how people may have lived differently in the past. They consider dates and changes that have personal significance. As students continue to explore the past and the present, they begin to speculate about the future. Students learn about the natural, managed and constructed features of places and how places provide evidence of change. Students understand that important activities are located in places and explore where they are located and why. Students study the daily and seasonal weather patterns of their place and of other places, including how seasonal change is perceived by different cultures.

Connection to the Early Years Learning Framework

Students' investigation of the history of their family contributes to their sense of identity, connection and belonging. They consider how they can contribute to their world by discussing points of view on family roles and responsibilities and ways people care for places. Through inquiries, they develop skills and processes for investigating their family's past and local places, develop dispositions for learning such as curiosity, imagination and problem-solving, and resource their own learning through connecting with people, places and the natural and constructed world.

Inquiry questions

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

HASS

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

History

- 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?

Geography

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

Achievement standard

By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the features and uses of local places, how people describe them, the ways they change and how they can be cared for.

Students pose questions and interpret information and data from observations and from provided sources to recognise continuity and change, significance, the features of places, how places change and how they are described. They sequence events on unscaled timelines and represent the location of places and their features on labelled maps. Students share points of view on aspects of the past and how people can care for places. They present findings in texts, using language to describe the passing of time, direction and location.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn about:</i>	<i>This may involve students:</i>
Knowledge and Understanding	History	differences in family structures and roles today, and how these demonstrate continuity and change over time (AC9HS1K01)	<p>considering a range of family structures (for example, nuclear families, one-child families, large families, single parent families, extended families, blended (step) families, adoptive and foster parent families and grandparent families) as well as kinship groups (AC9HS1K01_E1)</p> <p>comparing families in the present with those from the recent past (the families of parents, grandparents or familiar older person) in terms of their size and structure (for example, the different types of family such as nuclear, single parent, blended, and extended) (AC9HS1K01_E2)</p> <p>examining and commenting on the roles of family members over time (for example, listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example, work at home, work outside the home, childcare, gender roles, children's responsibilities, pocket money (AC9HS1K01_E3)</p>
		continuity and change between significant aspects of daily lives	comparing and commenting on photographs and oral histories (for example, talking to parents, grandparents and other elders) to find out how daily lives and aspects of kinship have changed and remained the same (AC9HS1K02_E1)

Geography	and life during their parents' and grandparents' childhoods, including education and play (AC9HS1K02)	comparing what has changed over time (for example, homes, family traditions and diverse cultural practices, leisure, school life, rules, how needs were met then and now, wants, and shopping/consumer habits) (AC9HS1K02_E2)
		examining the traditional toys used by First Nations Australian children to play and learn (for example, Arrernte children learn to play string games so they can remember stories they have been told) (AC9HS1K02_E3)
		identifying similarities and differences in the materials used in current and past toys, tools, audio-visual technologies, sporting equipment, etc. and how use of these objects impacted on differences and similarities in daily lives (AC9HS1K02_E4)
	the natural, managed and constructed features of places, their location, how they change and how they can be cared for (AC9HS1K03)	using observations of the local place to identify and describe natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) and locating them on a map (AC9HS1K03_E1)
		listening to and viewing Dreaming and Creation stories of First Nations Australians that identify the natural features of a place (AC9HS1K03_E2)
		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) (AC9HS1K03_E3)
		describing local features people look after (for example, bushland, wetlands, a park or a heritage building) and finding out why and how these features need to be cared for, and who provides this care (AC9HS1K03_E4)
	the weather and seasons of places and the ways in which different cultural groups, particularly groups within First Nations Peoples of Australia and the First Nations People of the Torres Strait, describe them (AC9HS1K04)	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 (AC9HS1K04_E1)
		comparing the seasonal calendars of the First Nations Australians with calendars students are familiar with, such as the four-seasons calendar derived from Europe. (AC9HS1K04_E2)

		activities in the local place and reasons for their location (AC9HS1K05)	<p>identifying the activities located in their place (for example, retailing, medical, educational, police, religious, office, recreational, farming, manufacturing, waste management), locating them on a pictorial map and suggesting why they are located where they are (AC9HS1K05_E1)</p> <p>identifying which resources they can recycle, reduce, re-use or none of these, and what local spaces and systems (for example, rules, signs, waste collection truck routes) support these activities (AC9HS1K05_E2)</p> <p>exploring activities in the local rivers, lakes and coastal waters and identifying constructed features (for example, First Nations Australian's eel traps, jetties, shark nets, fish farms) (AC9HS1K05_E3)</p> <p>describing how they rearrange the space within the classroom for different activities (for example, reading time or a drama) (AC9HS1K05_E4)</p>
Strand / Sub-strand	Content description	Elaboration	
	<i>Students learn to:</i>	<i>This may involve students:</i>	
Skills	Questioning and researching	pose questions about past and present objects, people, places and events that explore continuity and change, significance, place and space, and interconnection (AC9HS2S01)	<p>posing questions with the stems 'where', 'what', 'how' and 'why' about families, celebrations, places and the weather (AC9HS2S01_E1)</p> <p>posing questions about similarities and differences (continuity and change) in family structures and roles, and significant aspects of daily life (AC9HS2S01_E2)</p> <p>asking questions before, during and after listening to stories about people and places and about their past and present (AC9HS2S01_E3)</p> <p>preparing questions for parents and members of older generations about how they lived in the past, where they lived and the places they value (AC9HS2S01_E4)</p> <p>collecting and displaying everyday objects (for example, toys, telephone, radio, cooking utensils, clothes) and other sources (for example, photos, found objects, maps, observation sketches) to stimulate 'Where', 'What', 'When', 'How' and 'Why?' questions (AC9HS2S01_E5)</p>
		collect information and data from observations and identify information and data from sources provided (AC9HS2S02)	<p>exploring stories from the past and present about people and families (for example, fiction books, letters, diaries, songs) and about places (for example, myths, Dreaming and Creation stories, fiction, story maps, films) (AC9HS2S02_E1)</p> <p>gathering evidence of change in a local place (for example, by comparing current observations of a place with photographs of it taken in the past) (AC9HS2S02_E2)</p>

	<p>using geographical tools (for example, photographs taken from the air, Google Earth or digital image searches) to locate and identify the different features of places and how they have changed over time, including places with largely natural features and those with largely constructed features (AC9HS2S02_E3)</p> <p>gathering information about the weather and seasons from the media, their own observations and from stories (for example, First Nations Australians' stories) (AC9HS2S02_E4)</p>
<p>sort and record information and data, including the representation of the location of places and their features in tables and on plans, models and labelled maps (AC9HS2S03)</p>	<p>creating and sharing concept maps to show personal understanding of their world (for example, a web of family relationships and connections, or a mental map of their place and its important features or spaces) (AC9HS2S03_E1)</p>
	<p>making artefact and photo displays to show the features of a place (for example, collections of natural and constructed things from the environment) or to show the passing of time (for example, collections of things used when growing older, toys used by different generations) and labelling the display with captions (AC9HS2S03_E2)</p>
	<p>recording data about the location of places and their features on maps and/or plans (for example, labelling the location of their home and daily route to school on a map of the local area, drawing a plan of their classroom and labelling its activity spaces) (AC9HS2S03_E3)</p>
	<p>developing a pictorial table to categorise information (for example, matching clothes with seasons, activities with the weather, features and places, places with the work done there) (AC9HS2S03_E4)</p>
<p>sequence familiar objects and events, including on unscaled timelines, using appropriate terms indicating time and change (AC9HS2S04)</p>	<p>using visual representations such as a 'days of the week' chart, a class timetable or a calendar to sequence events or tasks (AC9HS2S04_E1)</p>
	<p>describing what they see as they move from one point to another (for example, going from home to school, from the classroom to the library) (AC9HS2S04_E2)</p>
	<p>creating a peg timeline where labelled drawn or photographic representations of events or objects from different generations are pegged onto string in the correct sequence (AC9HS2S04_E3)</p>

Interpreting, analysing, and evaluating information	interpret information and data from observations and sources provided, including the comparison of objects from the past and present, to identify evidence related to the questions posed (AC9HS2S05)	finding the meaning of unfamiliar vocabulary relating to the past (for example, games such as jacks/knuckles and elastics; technology tools such as floppy discs or USBs, record player, cassette player) (AC9H2S05_E1)
		finding a hidden item using a map or plan that shows its location (AC9HS2S05_E2)
		using information gained from sources (for example, stories, photographs, fieldwork observations, satellite images, rock art) to answer 'when', 'where', 'what', 'how' and 'why' questions (AC9HS2S05_E3)
		identifying similarities and differences between activities over time by comparing objects of the past with those currently used (for example, comparing toys, games, clothes, phones, cooking utensils, tools, homework books) (AC9HS2S05_E4)
		using comparative language when describing family life over time and/or comparing features of places, such as 'smaller/bigger than', 'closer', 'further', 'not as big as', 'younger/older than', 'more rainy days', 'fewer/less', 'hottest/coldest', 'sunnier/windier than' (AC9HS2S05_E5)
		exploring traditional and contemporary First Nations Australians' stories about places and the past and how places have changed (AC9HS2S05_E6)
		categorising objects, drawings or images by their features and explaining their reasoning (for example, categorising the features of a local place into natural (native forest), constructed (street of houses) and managed (windbreak of trees)) (AC9HS2S05_E7)
	explore points of view related to objects, people, places and events (AC9HS2S06)	comparing students' daily lives and those of their parents, grandparents, elders or a familiar older person, and representing the similarities and differences in graphic form (for example, in a Venn diagram or Y-chart) (AC9HS2S06_E1)
		sharing personal preferences about their world (for example, their favourite weather, activities, places, celebrations, objects from the past) and explaining why they are favoured (AC9HS2S06_E2)

Concluding and decision-making	draw conclusions based on the evidence developed to answer the questions posed (AC9HS2S07)	using collected information (for example, from stories told by parents, grandparents, elders or familiar older people; from comparison of objects; from geographic pictures) to make conclusions about continuity and change over time (for example, how family roles, occupations and/or technologies have changed or remained the same) and how places change (for example, because of the seasons) (AC9HS2S07_E1)
		making conclusions after collecting and recording information about events over time (for example, a birthday chart that shows most class members are the same age; stories and pictures that confirm continuity of events over time, such as the local show) or about types of homes and locations where class members live (for example, an illustrated map showing that some students live in town, some live on a farm, some live in a unit or some live in a house) (AC9HS2S07_E2)
		imagining what the future may hold based on what they know of the past and present (for example, envisioning what the town they live in might look like in the near future by comparing photographs of the past with their observation of the present) or envisaging how an environment might change due to human activity, such as when a new planting of street trees grow (AC9HS2S07_E3)
		making conclusions after collecting and recording information about the different ways people describe seasons through creating labelled pictures of weather (AC9HS2S07_E4)
	propose how to care for places and sites that are important and/or significant to people (AC9HS2S08)	recalling information about a place or a site and giving reasons why it should be cared for and commemorated or celebrated (AC9HS2S08_E1)
		describing features of a space or place (for example, a chicken coop, a play area, their bedroom, the reading corner, the beach) that is important to them and explaining what they could do to care for it (AC9HS2S08_E2)
		discussing how they can care for important places and significant sites (for example, taking care around school wildlife, turning off taps and lights, following etiquettes in special sites) (AC9HS2S08_E3)
		imagining how a local feature or place might change in the future and proposing action they could take to improve a place or influence a positive future (AC9HS2S08_E4)

Communicating	present narratives, information and findings in oral, graphic and written forms using terms to denote the passing of time and to describe direction and location (AC9HS2S09)	creating shared texts (for example, pictorial charts, calendars, lists, recounts, wall murals/collages, big books) to record observations or report findings (AC9HS2S09_E1)
		retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs (AC9HS2S09_E2)
		using terms to denote the sequence of time (for example, 'then', 'now', 'yesterday', 'today', 'past', 'present', 'later on', 'before I was born', 'in the future', 'generations') (AC9HS2S09_E3)
		explaining to classmates where places are, and the directions to be followed when moving from one place to another, with the use of appropriate terms for direction and location (for example, terms such as 'beside', 'forward', 'up', 'down', 'by', 'near', 'further', 'close to', 'before', 'after', 'here', 'there', 'at') (AC9HS2S09_E4)

Year 2

Year level description

Our past and present connections to people and places

The Year 2 curriculum extends contexts for study beyond the personal to the community and to near and distant places that students are familiar with or aware of, exploring connections between the past and present and between people and places. Through studies of their local area, students explore, recognise and appreciate the history of their community. Students examine remains of the past and consider their importance, what they reveal about continuity and change and why they should be preserved. Students develop a mental map of the world by learning the major geographical divisions on Earth and where they are located in relation to Australia. Students learn about the scale by which places are defined – from the personal scale of their home to the national scale of their country. Students explore how distance and accessibility influence how often they visit places, and for what purpose. They see how places have meaning to people and the connection First Nations People of Australia have with local Countries/Places. They examine the causes of changes in communication and transport technology and their effect on the ways people interconnect with other people and places.

Connection to the Early Years Learning Framework

Through exploring the history of their local community and places across a range of scales, students develop an understanding of how connections to history and place shape identity, diversity, connection and belonging. They consider how they can contribute to their world by exploring points of view on the historical, cultural or spiritual significance of a person, place and/or building. Through inquiries, they develop skills and processes for investigating the history of their local community and places near and far, develop dispositions for learning such as curiosity, imagination, problem-solving and researching, and resource their own learning through connecting with people, places, technologies and the natural and constructed world.

Inquiry questions

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

HASS

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

History

- 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?

Geography

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

Achievement standard

By the end of Year 2, students describe significance and continuity and change related to the history of a person, place and/or building, why people should be remembered and/or places/buildings preserved. They recognise that the world is divided into geographic divisions and that places can be represented at different scales. They describe the causes of change in technology and how this and other factors effect peoples' interconnection with people and places.

Students pose questions and locate information and data from observations and from sources provided to identify continuity and change and significance related to local history, as well as the features of, and interconnections with, places. They compare objects from the past and present, sequence familiar objects and events on unscaled timelines and sort and record data in tables, plans and on labelled maps. They identify a point of view, draw conclusions and suggest ways to care for places or buildings. Students communicate findings in a range of texts, using appropriate terms to describe the passing of time, direction and location.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn about:</i>	<i>This may involve students:</i>
Knowledge and Understanding	History	the history of a local person, place and/or building that has historical, cultural or spiritual significance and its importance today (AC9HS2K01)	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 (AC9HS2K01_E1)
			suggesting reasons for the location of a local landmark (for example, community building, landmark or war memorial) before searching for resources that provide an explanation (AC9HS2K01_E2)
			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 that these reveal about the past (AC9HS2K01_E3)

	<p>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) (AC9HS2K01_E4)</p> <p>identifying, in consultation with First Nations People of Australia, and visiting (where appropriate) local sites, places and landscapes of significance to First Nations Australians (for example, engraving sites, rock paintings, natural sites or features such as the Birrigai rock shelter, creeks or mountains) (AC9HS2K01_E5)</p> <p>identifying and designing a local historical tour of a building or site (for example, one related to a particular cultural group) (AC9HS2K01_E6)</p> <p>exploring how significance has changed around monuments and buildings over time (for example, statues that are deemed racist in contemporary culture) and how and why building use has changed (for example, chapels becoming libraries) (AC9HS2K01_E7)</p>
<p>how changing technology affected people's lives at home and in the ways they worked, travelled and communicated in the past (AC9HS2K02)</p>	<p>examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example, changes to land, air and sea transport; the move from wood-fired stoves to gas/electrical appliances; the introduction of transistors, television, FM radio and digital technologies, including how people communicate/d internationally and over long distances; how people shop/ped and what they liked to buy) (AC9HS2K02_E1)</p> <p>identifying technologies used in the childhoods of their grandparents or familiar elders and in their own childhood and showing on a world map which countries supply the technologies we use (AC9HS2K02_E2)</p> <p>identifying impacts of changes in technology by exploring how the technology was used (for example, playing a record on a record player, investigating old cameras, watching a filmstrip or black and white film) (AC9HS2K02_E3)</p> <p>identifying the technologies used by local First Nations People of Australia for aspects of daily life such as providing food, shelter and transportation (AC9HS2K02_E4)</p> <p>identifying and comparing some rules for children of past generations that do not apply in the present, and some rules of the present that did not exist in the past due to technological changes (AC9HS2K02_E5)</p>

Geography	the way the world is represented spatially in geographic divisions and the location of Australia in relation to these divisions (AC9HS2K03)	<p>investigating the definition of a continent and the seven-continent and six-continent models (AC9HS2K03_E1)</p> <p>using geographical tools (for example, a globe and world map) or digital applications such as Google Earth to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres and then labelling an outline map (AC9HS2K03_E2)</p> <p>describing the location of continents and oceans relative to Australia, using terms such as north, south, opposite, near, far (AC9HS2K03_E3)</p>
	the idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (AC9HS2K04)	examining the names of features and places in the local area, the meaning of these names and why they were chosen (AC9HS2K04_E1)
		investigating the names and meanings given to local features and places by the local First Nations People of Australia (AC9HS2K04_E2)
		describing the scale of places, from the personal (home), the local (their suburb, town or district), the regional (state) to the national (country) (AC9HS2K04_E3)
	the interconnection of First Nations People of Australia to a local Country/Place (AC9HS2K05)	describing the connections of the local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place, and how this influences their views on the use of environmental resources (AC9HS2K05_E1)
		liaising with Community to identify original language groups of First Nations Australians who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied.) (AC9HS2K05_E2)
		listening to First Nations Australians tell stories associated with the local language groups and the Country/Place they belong to. (AC9HS2K05_E3)
		discussing when to use 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to respectfully recognise the Country/Place and traditional owners and custodians of the land, sea, waterways, and sky. (AC9HS2K05_E4)
	the influence of purpose, distance and	investigating the places they and their families visit for shopping, recreation, religious or ceremonial activities, or other reasons (AC9HS2K06_E1)

	accessibility on the frequency with which people visit places (AC9HS2K06)	<p>suggesting what their pattern of visits to places might have been one or two generations ago and comparing this to their current pattern (AC9HS2K06_E2)</p> <p>investigating how people's connections with places in Australia and across the world are affected by transport, information and telecommunications technologies and family history/connections (AC9HS2K06_E3)</p>
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills	Questioning and researching	<p>pose questions about past and present objects, people, places and events that explore continuity and change, significance, place and space, and interconnection (AC9HS2S01)</p> <p>developing how, when, where, why questions at the start of and during an investigation and then revisiting the questions to check if they have been answered (AC9HS2S01_E6)</p> <p>developing inquiry questions about a historical site (for example, 'What does it look like now?', 'What condition is it in?', 'What was its purpose?', 'How might its use have changed?', 'How was it built/created?', 'Who built it?', 'How is it now used?', 'Why is it important?' 'Was/is it used by different groups of people?') (AC9HS2S01_E7)</p> <p>developing inquiry questions about places (for example, 'What are the features of the place?', 'How far away is it?', 'How easy is it to get to?', 'How am I connected to it?' 'How is it connected to other places?') (AC9HS2S01_E8)</p> <p>posing questions using the stems, 'How do I feel about ...?', 'What would it be like to ...?' and 'What effect ...?' (AC9HS2S01_E9)</p>
		<p>collect information and data from observations and identify information and data from sources provided (AC9HS2S02)</p> <p>collecting sources relevant to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) and sources relevant to learning about places (for example, satellite images, globes, diagrams, measurements, field photographs) and identifying relevant information in them (AC9HS2S02_E5)</p> <p>locating historical evidence of the local community's past (for example, place and street names that commemorate people, monuments, built and non-built historical landmarks, middens, remnants of native vegetation and old building remains) (AC9HS2S02_E6)</p> <p>surveying peers to discover how they are connected to people in other places in Australia and the world, or to find out how frequently they visit places and for what purpose (AC9HS2S02_E7)</p>

		exploring First Nations Australians' connections to Country/Place through oral histories, Dreaming and Creation stories, dance, art and cultural representations (AC9HS2S02_E8)
	sort and record information and data, including the representation of the location of places and their features in tables and on plans, models and labelled maps (AC9HS2S03)	sorting and recording written or pictorial information or survey results in tables under headings such as 'then/now', 'past/present/future', 'places near/far', 'places visited', 'purpose', 'frequency', 'distance' (AC9HS2S03_E5)
		creating pictorial maps with annotations to show familiar local and/or historical sites, their features and location, and adding further information as extra sites are identified (AC9HS2S03_E6)
		locating the places they are connected to, such as through family, travel or friends, or the places they visit for shopping, recreation or other reasons on a print, electronic or wall map (AC9HS2S03_E7)
		making a map or plan of significant places in the community, incorporating symbols to show locations of objects or significant features (AC9HS2S03_E8)
	sequence familiar objects and events, including on unscaled timelines, using appropriate terms indicating time and change (AC9HS2S04)	ordering key events in the history of the local community or in its development (for example, the history of the school, developmental stages of telecommunications technologies) (AC9HS2S04_E4)
		creating an unscaled timeline, slideshow or story to show the sequence of events related to the history of a local person or building (AC9HS2S04_E5)
Interpreting, analysing, and evaluating information	interpret information and data from observations and sources provided, including the comparison of objects from the past and present, to identify evidence related to the questions posed (AC9HS2S05)	interpreting distance on maps using terms such as 'distant', 'close', 'local', 'many hours in a bus/car/plane' and 'walking distance' to decide on the accessibility of different features and places (AC9HS2S05_E8)
		interpreting flowcharts and geographic and concept maps to explore system connections (for example, places members of their class are connected to, where some food comes from, how First Nations Australians' songlines connect places) (AC9HS2S05_E9)
		interpreting symbols and codes that provide information (for example, map legends) (AC9HS2S05_E10)
		explaining what intangible boundaries mean or why they exist (for example, the equator as a division on a globe, out-of-bounds areas shown on a plan of the school) (AC9HS2S05_E11)
		investigating how places can be meeting places for different cultural groups (for example, markets, places of worship, schools, recreational areas, cultural sites) (AC9HS2S05_E12)

	<p>explore points of view related to objects, people, places and events (AC9HS2S06)</p>	<p>discussing why some places are considered special or significant by others (for example, by parents, First Nations Australians, grandparents or familiar elders, friends, returned soldiers, wildlife workers) (AC9HS2S06_E3)</p> <p>examining the points of view of older generations about changes over time (for example, changes to the natural or built environment, changes to daily living) (AC9HS2S06_E4)</p> <p>listening to different stories (for example, Dreaming and Creation stories) about reasons for the change of seasons or about how natural features of Earth were created (AC9HS2S06_E5)</p> <p>exploring how the same place has significance to different groups of people for different reasons (for example, traditional meeting places for First Nations People of Australia within urban areas, including rivers and waterways) (AC9HS2S06_E6)</p> <p>listening to different opinions about the significance of the same site (for example, memorials to European explorers and settlers in the local area, building on First Nations Australians' land, proposed removal of a significant building) (AC9HS2S06_E7)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Concluding and decision-making</p>	<p>draw conclusions based on the evidence developed to answer the questions posed (AC9HS2S07)</p>	<p>listing what makes a local person, place or building significant (AC9HS2S07_E5)</p> <p>creating a Venn diagram or table that shows aspects of continuity or change in the local area over time (AC9HS2S07_E6)</p> <p>discussing how change in one aspect of technology impacted on the way people worked, travelled, communicated or played in the past (AC9HS2S07_E7)</p> <p>discussing the history or value of places in the local community from an exploration of place names (for example, place names that are linked to First Nations People of Australia, historical events, migrants, early settlers, and political, religious and social figures) (AC9HS2S07_E8)</p> <p>drawing conclusions about how First Nations People of Australia were and are connected to a local place (AC9HS2S07_E9)</p> <p>making generalisations from data showing patterns and relationships (for example, the relationship between the distance of places and the frequency of visits to them; between rubbish in the school and eating areas; between marine animals and where human rubbish may go) (AC9HS2S07_E10)</p>

		propose how to care for places and sites that are important and/or significant to people (AC9HS2S08)	<p>identifying how knowledge of special places and natural systems in their local area contributes to behaviour and ideas about how to care for these places and to preserve their significance (AC9HS2S08_E5)</p> <p>using their knowledge about a familiar place or site to imagine how it might change in the future and how they can influence a positive future for it (AC9HS2S08_E6)</p>
	Communicating	present narratives, information and findings in oral, graphic and written forms using terms to denote the passing of time and to describe direction and location (AC9HS2S09)	<p>conveying information about the past and familiar places by representing ideas in written, spoken, pictorial or performance modes and by creating imaginative responses (AC9HS2S09_E5)</p> <p>composing reports with multimedia to share findings (for example, findings of a comparison of past and present daily life, how access to and use of a place has changed over time, or recommendations on a building of significance) (AC9HS2S09_E6)</p> <p>describing a significant person from their community's past in a short report or biography or through a fictional journal based on facts (AC9HS2S09_E7)</p> <p>using terms in speech and writing to denote the passing of time (for example, 'in the past', 'years ago', 'the olden days', 'in the future') and to describe direction and location (for example, 'north', 'south', 'opposite', 'near', 'far') (AC9HS2S09_E8)</p> <p>sharing with their teacher, other students and members of their family what they know and have learnt about connections with other places, and explaining the significance of these connections (AC9HS2S09_E9)</p>

Year 3

Year level description

Diverse communities and places and the contribution people make

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Through exploring how their community has changed and remained the same over time, students identify the significant events and people involved in change. Students investigate the importance of different celebrations, commemorations, symbols and emblems to groups of people in Australia. Students develop an understanding of the similarities and differences between places within and outside Australia in terms of natural, managed and constructed features, types of settlements, climate, and the lives of people, including the interconnection of First Nations People of Australia to Countries/Places. They examine the representation of Australia and the location of Australia's neighbouring countries. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people. Students explore how individuals, including themselves, participate in and contribute to their community.

Inquiry questions

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

HASS

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

History

- How and why has our community changed? What features have been lost or 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?

Geography

- What are some of the main natural, managed and constructed features of Australia and our near neighbours?
- How and why are places and people's interactions with them similar and different?

- What would it be like to live in a neighbouring country?

Civics and Citizenship

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

Achievement standard

By the end of Year 3, students describe the contributions of individuals, the causes and effects of continuity and change in their community, and how significant celebrations, commemorations and symbols contribute to identity and diversity. They identify the interconnections between people and places with diverse characteristics, how places are represented, and the nature and distribution of climate types. Students explain how citizens contribute in their community, the role of rules and the importance of making decisions democratically.

Students pose questions that consider identified disciplinary concepts and locate and collect information and data from sources to answer these questions. They record and represent information and data in different formats, including sequencing information in chronological order on annotated timelines and creating labelled maps. They examine, interpret, analyse and evaluate information and data to identify a point of view, describe distributions and draw conclusions. They propose actions in response to an issue or challenge. Students communicate ideas, findings and conclusions in oral, visual and written forms using discipline-specific conventions and terms.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and Understanding History	how the community has changed and remained the same over time, the causes and effects of those changes, and how people of diverse backgrounds have	<p>exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community (for example, transport, entertainment, the natural and built environment, technology) has changed over time (for example, from the time of European settlement to the present day) (AC9HS3K01_E1)</p> <p>comparing photographs from the past and present of a specific location to identify the change or continuity (similarities and differences over time) associated with people, events/developments, places or ecosystems (AC9HS3K01_E2)</p> <p>identifying individuals and groups from the past of diverse backgrounds (for example, migrants from Asia, gender, culture, ability, age, socioeconomic circumstance) who have contributed to the community's</p>

	contributed (AC9HS3K01)	development (for example, economic, social, cultural, civic or environmental contributions) and character (for example, culturally diverse, multi-faith, prosperous, helpful) (AC9HS3K01_E3)
		exploring how monuments, parades or awards are the result of people working for positive change in the community (AC9HS3K01_E4)
		investigating reasons for change in the local community, why change was brought about and what happened because of it (for example, the change in use of a building, wasteland turning to wetland) (AC9HS3K01_E5)
	the importance to identity and diversity of significant days and weeks celebrated or commemorated in Australia, including Australia Day, ANZAC Day and National Sorry Day, and those from around the world that are observed by a range of people in Australia (AC9HS3K02)	identifying and discussing the historical origins of an important Australian celebration or commemoration (for example, the anniversary of the National Apology to Australia's Indigenous Peoples of 2008, National Reconciliation Week, International Women's Day, Labour Day and Harmony Day) and recognising its significance in today's society (AC9HS3K02_E1)
		recognising that people have different points of view on some commemorations and celebrations (for example, some First Nations Australians regard 'Australia Day' as 'Invasion Day' and many non-Christians celebrate Christmas for reasons not about practicing their faith) (AC9HS3K02_E2)
		comparing the significance of national days from other countries important to people in the Australian community, looking at why they developed, the elements they have in common and how the narrative of the days describes the identity of that cultural group (AC9HS3K02_E3)
		investigating the origins and significance of celebrations and commemorations that originated outside of Australia and are important to the identity of diverse cultural groups in Australia, including national days (for example, Lunar New Year) (AC9HS3K02_E4)
	the importance of symbols and emblems to identity and diversity (AC9HS3K03)	generating a list of local, state and national symbols and emblems, particularly acknowledging the diversity between First Nations Australians' nations (for example, club emblems, school logos, flags, floral emblems, the Commonwealth Coat of Arms) and discussing their origins, use and significance (AC9HS3K03_E1)
		examining the symbolism found in the design of flags (for example, the Australian flag, First Nations Australian flags) and recognising special occasions when they are flown (for example, all three flags are flown during NAIDOC Week, National Reconciliation Week, National Sorry Day and Mabo Day) and the roles, rights and responsibilities the community has when observing protocols around flag flying (AC9HS3K03_E2)
examining the significance of symbols to different cultural groups in Australia, particularly First Nations People of Australia (for example, symbols in the art of First Nations Australians) (AC9HS3K03_E3)		

		the ways in which different First Nations Peoples of Australia are interconnected with Country/Place (AC9HS3K04)	<p>explaining that some First Nations People of Australia have special connections to many Countries/Places (for example, through marriage, birth, parents, residence and chosen or forced movement) and that First Nations Australians can identify with more than one country (AC9HS3K04_E1)</p> <p>discussing how some people are connected to one Country (for example, because it is 'Mother's' Country or 'Father's' Country) (AC9HS3K04_E2)</p> <p>describing the connections of First Nations People of Australia outside the local area with the land, sea, waterways, sky and animals of their Country/Place, and how this influences their views on the use of environmental resources (AC9HS3K04_E3)</p> <p>exploring the ways different groups of First Nations People of Australia connect to place through reading and viewing poems, songs, paintings and stories from different groups outside the local area (The Dreaming) (AC9HS3K04_E4)</p>
		Geography	<p>the representation of contemporary Australia as states and territories, and as First Nations Australia prior to colonisation, including the locations of each neighbouring country (AC9HS3K05)</p> <p>using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to locate and name the states and territories in Australia, along with their capital cities (AC9HS3K05_E1)</p> <p>identifying and describing, using European and traditional names where appropriate, major natural features of Australia (for example, rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef and islands of the Torres Strait) and describing them with annotations on a map (AC9HS3K05_E2)</p> <p>using the Aboriginal Languages Map and Map of Australia, to compare the boundaries of Aboriginal Countries with the surveyed boundaries between Australian states and territories to gain an appreciation about the different ways Australia can be represented and the diversity of nations across Australia. (AC9HS3K05_E3)</p> <p>describing how the territories of First Nations People of Australia contain the Country/Places of many individuals and language groups (AC9HS3K05_E4)</p> <p>exploring how oral traditions of First Nations People of Australia were used to map landscapes (AC9HS3K05_E5)</p> <p>using a globe, or digital resource, to locate the Pacific Island nations, New Zealand, Papua New Guinea, Timor-Leste and Indonesia and countries relevant to students, labelling them on a map, and identifying the direction of each country from Australia (AC9HS3K05_E6)</p>
		the similarities and differences between	exploring people's feelings for place and the factors that influence people's attachment to place, through reading and viewing poems, songs, paintings and stories (AC9HS3K06_E1)

Civics and Citizenship	places in Australia and neighbouring countries in terms of their natural, managed and constructed features, types of settlement, demographic characteristics and the lives of the people who live there (AC9HS3K06)	describing the similarities and differences between their local place and places in neighbouring countries (for example, Indonesia, Pacific Island nations) in their natural and human characteristics (AC9HS3K06_E2)
		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) (AC9HS3K06_E3)
		exploring different types of settlement and classifying them into hierarchical categories (for example, isolated dwellings, outstations, villages, towns, regional centres and large cities) (AC9HS3K06_E4)
		investigating the diversity of people who live in their place (for example, surveying the school community about age, birthplace and ancestry) and comparing them with a school in another place in Australia or neighbouring country (AC9HS3K06_E5)
		choosing a place in a neighbouring country (for example, Indonesia, Pacific Island nations) to compare with their local area in terms of natural and built features and human characteristics, and developing an online relationship/communication with the school in that place (AC9HS3K06_E6)
	the features and distribution of the main climate types of the world and the similarities and differences between the climates of different places (AC9HS3K07)	identifying the hot, temperate and polar zones of the world, the difference between climate and weather and how weather contributes to climate (AC9HS3K07_E1)
		identifying and locating examples of the main climatic types in Australia and the world (for example, equatorial, tropical arid, semi-arid, temperate and Mediterranean) (AC9HS3K07_E2)
		investigating and comparing what it would be like to live in a place with a different climate to their own place (AC9HS3K07_E3)
	the importance of making decisions democratically (AC9HS3K08)	making a decision as a class by allowing everyone to have a say and a vote (AC9HS3K08_E1)
		building empathy by reflecting on how it feels to be included or excluded from making decisions and identifying situations when it is fair for decisions to be made without taking a majority vote (for example, by teachers or parents) (AC9HS3K08_E2)
identifying places and situations in communities where decisions are made democratically (AC9HS3K08_E3)		
who makes rules, why rules are important in the school and/or the local	developing and justifying a set of fair rules and consequences for the class (AC9HS3K09_E1)	
	identifying familiar rules, how rules protect the rights of others, what their responsibilities are to others, and the consequences when rules are not followed (AC9HS3K09_E2)	

		community and the consequences of rules not being followed (AC9HS3K09)	<p>exploring who has the authority to make rules in different contexts (for example, parents, teachers, coaches) and considering why rules differ across these contexts (for example, a school playground, in class, at home, in sport) (AC9HS3K09_E3)</p> <p>discussing situations where it is not fair to have one rule that treats everyone the same, if some people (for example, students with a disability) have different needs or would be unable to follow the rules (AC9HS3K09_E4)</p> <p>exploring cultural norms behind some rulemaking (for example, removing shoes before entering places of cultural significance) (AC9HS3K09_E5)</p>
		why people participate as citizens within communities and how students can actively participate and contribute (AC9HS3K10)	<p>identifying groups that actively participate in the local community or through a virtual community and exploring their purpose (AC9HS3K10_E1)</p> <p>exploring how they could participate in a school or community project (for example, raising money for a relevant aid project such as sponsorship of a sports team; working to protect a bird habitat) (AC9HS3K10_E2)</p> <p>investigating how an individual's contribution can be recognised (for example, an Order of Australia) (AC9HS3K10_E3)</p> <p>exploring the motivations of individuals who contribute to communities (for example, local community volunteers, leaders and Elders) (AC9HS3K10_E4)</p>
Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills	Questioning and researching	pose questions to investigate people, events, places and issues that address identified disciplinary concepts (AC9HS4S01)	<p>posing relevant questions when investigating the contribution of individuals and groups to positive change in the local community and the causes of change (For example, 'Who?', 'What?', 'When?', 'Where?', 'Why?', 'How?') (AC9HS4S01_E1)</p> <p>developing inquiring questions as they investigate (for example, 'Why there?' questions about location; 'What might happen?' questions about future consequences of natural processes or people's actions in places; and 'What ought to happen?' questions or other questions about ethical behaviour, sustainability and preferred futures) (AC9HS4S01_E2)</p>

	<p>asking key questions when investigating a topic (for example, 'How did people settle?', 'Who were they?', 'Why did they come to the area?' when researching the establishment of a local community) and probing questions during an investigation (for example, 'Why is that so?', 'What else do we need to know?') (AC9HS4S01_E3)</p> <p>posing evaluation questions (for example, 'Is the process fair?', 'Could the process have been managed better?') (AC9HS4S01_E4)</p> <p>posing 'Why?' questions in relation to celebrations, symbols, emblems and connections to places and rules (AC9HS4S01_E5)</p> <p>posing questions to compare such as 'How have things changed?' and 'How is my house the same or different to one in a neighbouring country?' (AC9HS4S01_E6)</p>
locate and collect information and data from a range of sources (AC9HS4S02)	<p>locating sources suited to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) (AC9HS4S02_E1)</p> <p>collecting information in the field (for example, taking photographs, making sketches or collecting natural objects to support the investigation of the natural and built features, settlement or demographic characteristics of a place) (AC9HS4S02_E2)</p> <p>collecting data from maps, aerial photographs, satellite images or a digital application (for example, Google Earth) to identify, locate and describe different types of settlement (AC9HS4S02_E3)</p> <p>collecting information about the changing composition of their community from sources, such as census data, cemetery observations, interviews with older people or surveys (AC9HS4S02_E4)</p> <p>interviewing people to seek information about feelings, preferences, perspectives and actions (for example, to find out how people feel about places; how people celebrate and commemorate; how decisions are made in different situations; how and why people participate in their community) (AC9HS4S02_E5)</p> <p>acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries (AC9HS4S02_E6)</p> <p>acquiring information about the lives of people in other places through digital media that includes text, images, video and data (AC9HS4S02_E7)</p>
record, sort and represent information and data, including that	<p>using information technologies to record and organise information in tables, databases and digital concept maps (for example, creating a consequence chart to show what happens when school rules are not followed, or when human settlement damages a component of the natural environment) (AC9HS4S03_E1)</p>

Interpreting, analysing, and evaluating information	related to the location of places and their characteristics, in different formats, including graphs, tables and maps, using discipline-appropriate conventions (AC9HS4S03)	<p>creating tables or picture and column graphs to show patterns in data collected from observations or other sources (for example, to show similarities and differences between places; the results of class votes on issues or decisions; participation in community activities; number of local monuments) (AC9HS4S03_E2)</p> <p>placing graphs and other data on electronic maps to visualise differences between types and patterns of settlements (AC9HS4S03_E3)</p> <p>constructing and annotating maps (for example, to show the natural and human features of Australia) using the appropriate cartographic conventions including map symbols, title and north point (AC9HS4S03_E4)</p>
	sequence information about people's lives and events using discipline-appropriate conventions (AC9HS4S04)	<p>developing an annotated timeline (for example, a timeline of celebrations and commemorations) (AC9HS4S04_E1)</p> <p>creating visual representations of a sequence of events or happenings (for example, the stages involved in making decisions in a familiar context, such as planning a class activity; the sequence of seasonal changes in different climates) (AC9HS4S04_E2)</p>
	examine information to identify different points of view and distinguish facts from opinions (AC9HS4S05)	distinguishing fiction and non-fiction texts in relation to representation of places, environments and past events (AC9HS4S05_E1)
		identifying statements of fact and statements of opinion in class discussions (AC9HS4S05_E2)
		identifying differences in the meaning of celebrations when viewed from different perspectives that result in different actions (for example, the meaning of Australia Day for many First Nations Australians when compared with its meaning for many other Australians) (AC9HS4S05_E3)
		exploring stories about places and people told by First Nations People of Australia, and by people from other cultures, including people from Asia and the Pacific region (AC9HS4S05_E4)
sharing points of view and identifying different perspectives and actions relating to issues that affect themselves and their peers (for example, discussing class rules, the different responses to them by class members, different perceptions of the value of places and ecosystems in the local area, communicating across cultures) (AC9HS4S05_E5)		

interpret information and data displayed in different formats, to identify and describe distributions and patterns (AC9HS4S06)	finding the meaning of acronyms/initialisms they encounter (for example, NAIDOC, ANZAC, NZ, USA, ACT) (AC9HS4S06_E1)
	interpreting data to identify patterns of change over time using graphic organisers (for example, a Venn diagram using data collected from different times and groups to compare Australia Day celebrations over time; a scattergram of cemetery headstone information to make inferences about changing life expectancy) (AC9HS4S06_E2)
	identifying differences in the representation of a place on a map, in an aerial photo and in a satellite image and discussing how different methods of representation give different information about distributions and patterns (AC9HS4S06_E3)
	interpreting cartographic information such as titles, map symbols, north point, compass direction, grid references and major lines of latitude (AC9HS4S06_E4)
	using maps, ground and aerial photographs and satellite images or a digital application (for example, European Space Agency, NASA World Wind or Google Earth), to identify, locate and describe geographical patterns and distributions (for example, different types and patterns of settlements in Australia and Asia) (AC9HS4S06_E5)
	discussing and comparing how First Nations People of Australia may represent places and their features visually (for example, in paintings and sand drawings) and identifying symbols and patterns (AC9HS4S06_E6)
analyse and evaluate information and data in relation to the questions posed (AC9HS4S07)	comparing information in different sources to identify evidence of change (for example images and maps of the local area over time) (AC9HS4S07_E1)
	comparing different accounts of historic events to determine the effects of changes (for example, how the development of local farming or industry impact on people and the environment) (AC9HS4S07_E2)
	analysing and evaluating information collected from interviews with different people about rules and how decisions are made (for example, children, teachers, coaches, community members) (AC9HS4S07_E3)
	using visible thinking strategies to examine a group of paintings and/or maps across a period of time to explore evidence of continuity and change and significant events in in the local area (AC9HS4S07_E4)

Concluding and decision-making	develop evidence-based conclusions (AC9HS4S08)	reaching conclusions about how their place and community have changed and developed (for example, settlement patterns, local changes in plant and animal species, historic events, cultural celebrations) (AC9HS4S08_E1)
		drawing conclusions about their community's heritage based on an evaluation of information provided by the local council (for example, the development of its multicultural profile; its significant events and how people have participated in them and contributed to their maintenance; the preservation of unique features of the natural environment) (AC9HS4S08_E2)
		examining the meaning of diversity using examples drawn from their community (for example, celebrations and commemorations), drawn from other countries (for example, environments, climate, lifestyle, settlement) and from the experiences of their peers (for example, how they participate in their family and community) (AC9HS4S08_E3)
		drawing conclusions about the ways people are connected with places, and the similarities and differences of places in Australia and those of neighbouring countries (AC9HS4S08_E4)
	propose actions in response to an issue or challenge that consider points of view and the possible effects of differing actions (AC9HS4S09)	contributing ideas to a group response to a community challenge (for example, planning how to celebrate an unrecognised cultural event, such as how local First Nations People of Australia celebrate their Country/Place or how to retell a historical event from a silent or unfamiliar voice) (AC9HS4S09_E1)
		considering anticipated effects of actions designed to protect and improve places that people perceive as important (for example, places of environmental value, cultural value or historic significance) (AC9HS4S09_E2)
		choosing and enacting roles for group work that recognise an awareness of members' knowledge, skills and customs (AC9HS4S09_E3)
		considering the findings of an inquiry when developing a plan of action to achieve a set goal (for example, to protect a place, to participate in a community festival or commemoration, to raise awareness about an issue, to raise money for a purpose) (AC9HS4S09_E4)

Communicating	present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (AC9HS4S10)	composing different types of texts to report findings of an investigation (for example, reporting on a historical investigation and its researched facts and findings by writing a biography about a noteworthy individual or group, a narrative account of a significant event, a report about a celebration, an explanation of the multicultural character of the community) (AC9HS4S10_E1)
		arguing a point of view on a civics and citizenship issue relevant to their lives (for example, the consequences of breaking school rules, the value of contributing to their community, the need to preserve an endangered species) and making effective use of persuasive language such as 'I think' and 'I dis/agree that' to gain the support of others (AC9HS4S10_E2)
		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, wall map, online maps or aerial photographs (AC9HS4S10_E3)
		selecting and applying appropriate media to communicate their findings, including the use of graphs, tables, timelines, photographs and pictures (AC9HS4S10_E4)
		using subject-appropriate terms when speaking, writing and illustrating (for example, historical terms such as 'immigration', 'exploration', 'development', 'settlement', 'naming days of commemoration' and 'emblems'; geographical terms such as 'climate', 'settlement', 'environment', 'natural' and 'constructed'; and civic terms such as 'community', 'decision-making', 'participation') (AC9HS4S10_E5)

Year 4

Year level description

How people, places and environments interact, past and present

The Year 4 curriculum focuses on interactions between people, places and environments over time and space, and the effects of these interactions. Students study the diversity of First Nations People of Australia, their interconnection to place and with other people and places through trade. Through a study of exploration/navigation in relation to the Australian coast and Australia's early colonisation, students develop understandings about significant events, contact, and the effects of contact and colonisation on people and their environments. Students examine the use and management of resources and waste, and views about how to achieve sustainability, including the custodial responsibility of First Nations People of Australia to their Country/Place. Students' focus expands to South America and Africa and the main characteristics of spaces on those continents. Students' understanding of democratic decision-making is further developed through a study of the role of their local government and the services it provides to their community, including the management of resources. They examine how rules and laws affect them and the importance of laws in society. They explore cultural diversity in their community, in particular how belonging to different groups can shape personal identity.

Inquiry questions

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

HASS

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

History

- Why did the great journeys of exploration occur?
- How did First Nations People of Australia live prior to the arrival of the Europeans?
- Why did the Europeans settle in Australia?
- What was the nature and consequence of contact between First Nations People of Australia with other people before and after the arrival of the First Fleet?

Geography

- How are the characteristics of places influenced by their location?
- How do different views about the environment influence approaches to sustainability?
- How can people use environments more sustainably?

Civics and Citizenship

- What role does local government play in the community?
- 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?

Achievement standard

By the end of Year 4, students identify the causes, effects and significance of events on continuity and change to places and the lives, experiences and practices of people. Students describe relative location, the diverse characteristics of spaces, the interconnections between people and places and their influence on resource usage. Students identify different views and the roles of local government and citizens on sustainability issues. They recognize the importance of laws in society and factors that shape a person's identity and belonging.

Students develop questions for investigation that consider identified disciplinary concepts and locate and collect information and data from different sources to answer these questions. They sort, record and represent information and data in different formats, including sequencing information with reference to key dates on annotated timelines and creating large-scale maps. They examine, interpret, analyse and evaluate information and data to distinguish between facts and opinions, detect points of view, describe distributions and patterns and draw conclusions. They propose actions in response to an issue or challenge that consider points of view and possible effects. Students present ideas, findings and conclusions in a range of communication forms using discipline-specific conventions and terms.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn about:</i>	<i>This may involve students:</i>
Knowledge and understanding	History	the diversity of Nations within both the First Peoples of Australia and the First Nations Peoples of the Torres Strait region of Australia and their respective social organisation structures and continuous connections with Country/Place (AC9HS4K01)	<p>mapping the diversity of languages of First Nations Australians and recognising the groups of their local area and state/territory (or considering why there may not be specific local records) (AC9HS4K01_E1)</p> <p>recognising that First Nations Australians includes two distinct cultural groups: Aboriginal Peoples and Torres Strait Islander Peoples and there is considerable diversity within these groups. (AC9HS4K01_E2)</p> <p>investigating early archaeological sites (for example, Nauwalabila, Devil's Lair, Lake Mungo) that show the continuous connection of early First Peoples of Australia to Country/Place (AC9HS4K01_E3)</p> <p>investigating the early lifestyles of First Nations Australians; their knowledge of the environment including land, water, and resource management practices; and their fundamental beliefs about the interconnectedness of Country/Place, people, culture, and identity (AC9HS4K01_E4)</p> <p>Investigating the use and significance of totems to First Nations Australians and exploring why they are different within specific groups. (AC9HS4K01_E5)</p>
		the significance of trade to First Nations People of Australia, including trade with groups outside Australia (AC9HS4K02)	<p>exploring how First Nations People of Australia exchanged ideas, technology and goods with each other and with Torres Strait Islander Peoples across vast distances (AC9HS4K02_E1)</p> <p>inquiring into 18th and 19th century First Nations Australians contact with the Macassans and how international trade would have impacted on intercultural understanding, as well as the Aboriginal and Torres Strait Islander languages, economies, technologies and diets (AC9HS4K02_E2)</p> <p>investigating how trade with the Macassans impacted other countries (trempang export via Makasar to China) (AC9HS4K02_E3)</p>
		the causes for the establishment of the first British colony in Australia in 1788 (AC9HS4K03)	<p>investigating reasons for Britain deciding to colonise Australia (for example, penal colony, the impact of the American War of Independence, creation of a base in the global south, resources) and considering whether they were ethical reasons (AC9HS4K03_E1)</p> <p>describing the role of Captain Cook and Joseph Banks in the establishment of Australia as a British colony (AC9HS4K03_E2)</p>

	the significant events and experiences of groups and individuals on the journey of the First Fleet and following their arrival (AC9HS4K04)	describing the events around the establishment of the First Fleet and the key people involved (for example, Captain Arthur Phillip, marines, Reverend Richard Johnson, convicts) (AC9HS4K04_E1)
		examining the wide range of crimes punishable by transportation and looking closely at the people who were transported (AC9HS4K04_E2)
		investigating attitudes to the poor, the treatment of prisoners and the social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards (AC9HS4K04_E3)
		investigating daily life in the Port Jackson penal settlement, the challenges experienced by the people there and how they were managed (AC9HS4K04_E4)
	the effects of contact with other people on First Nations People of Australia and Places following the arrival of the First Fleet and how this was perceived by the First Nations Australians as an invasion (AC9HS4K05)	investigating contact between First Nations People of Australia and people from different continents (Asia and Europe) before 1788 (for example, the repulsion of the Dutch at Cape Keerweer in 1606, trade, sharing of ideas and technology) (AC9HS4K05_E1)
		comparing the European concept of land ownership, including terra nullius, with the First Nations Australians' relationship with the land, sea, waterways and sky, and how this affected relations between the groups (AC9HS4K05_E2)
		exploring early contact of First Nations Australians with the British, including individuals (for example, Pemulwuy, Bennelong) and events of conciliation and resistance (for example, the Black War) (AC9HS4K05_E3)
		exploring the impact that British colonisation had on the lives of First Nations People of Australia (for example, dispossession, dislocation and the loss of lives through conflict, disease and loss of food sources and medicines) (AC9HS4K05_E4)
	considering the differing perspectives of the interactions between Europeans and First Nations Australians and how interactions could be interpreted as negative for one group and positive for the other (AC9HS4K05_E5)	
	examining paintings and accounts by individuals involved in exploration and colonisation to determine the impact of contact on First Nations People of Australia and Countries/Places (AC9HS4K05_E6)	

Geography	the location of a range of countries in South America and Africa in relation to Australia and the main characteristics of spaces on those continents (AC9HS4K06)	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 (AC9HS4K06_E1)
		using a globe to investigate the Great Circle routes of aeroplane travel between Australia and the major countries of Africa and South America (AC9HS4K06_E2)
		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 (AC9HS4K06_E3)
		using a printed or electronic atlas to identify the main characteristics of the continents of Africa and South America (for example, topographic features, environments, cities) (AC9HS4K06_E4)
Civics and Citizenship	the custodial responsibility First Nations People of Australia have for Country/Place and how this influences views about sustainable resource allocation and development strategies (AC9HS4K07)	recognising that the distribution of First Nations People of Australia before colonisation was across Australia but concentrated in sustainable areas such as in the coastal and riverine areas of Australia (AC9HS4K07_E1)
		investigating how First Nations Australians' 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) (AC9HS4K07_E2)
		investigating how knowledge and practices shared among First Nations Australians are linked to sustainable use of resources and environments (for example, rotational use and harvesting of resources, mutton-bird harvesting in Tasmania, the use of fire, and the collection of bush food from semi-arid rangelands) and that this knowledge can be taught through stories and songs, reflecting their inherent, custodial responsibilities (AC9HS4K07_E3)
		explaining how First Nations Australians sustainably use vegetation endemic in the local area (for example, as a source of food, shelter, medicine, tools and weapons) (AC9HS4K07_E4)
Civics and Citizenship	the roles of local government and local citizens, including those related to sustainable choices	examining how local government is chosen and by whom (AC9HS4K08_E1)
		exploring what local government does, including the services it provides (for example, environment and waste, libraries, health, parks, cultural events, pools and sport, arts and pet management) (AC9HS4K08_E2)

around resources in areas such as waste management, land use and environmental protection of local places (AC9HS4K08)	describing how local government services impact on the lives of students and discussing how local groups/organisations and children can use their voice and make responsible choices about the services that impact them and their environment (AC9HS4K08_E3)
	exploring how some natural resources are used and managed in sustainable and non-sustainable ways in the local area (for example, bore water to water parklands, recycled tyre rubber in playgrounds, water in a plastic bottle, recycled toilet paper, tree planting) (AC9HS4K08_E4)
	explaining how people's connections with their environment can also be aesthetic, emotional and spiritual, and investigating the significance of places in their local environment that are examples of this (for example, memorial gardens, cemeteries, parklands, significant or sacred sites to First Nations People of Australia) (AC9HS4K08_E5)
	exploring strategies to protect particular environments that provide the habitats for animals (for example, planting bird-attracting vegetation) (AC9HS4K08_E6)
the differences between 'rules' and 'laws', why laws are important and how they affect the lives of people (AC9HS4K09)	distinguishing between 'laws' (for example, speeding in school zones) and 'rules' (for example, sun safety in the school) (AC9HS4K09_E1)
	exploring the purpose of laws and recognising that laws apply to everyone in society (AC9HS4K09_E2)
	discussing examples of laws and why they are important to students' lives (AC9HS4K09_E3)
	investigating the impact of laws on First Nations Australians (for example, environmental laws, native title laws and laws concerning sacred sites) (AC9HS4K09_E4)
	investigating the customary lores of First Nations Australians and how they relate to people and places for example, the lore covers rules of living, skin groups, broad roles of men and women, economic affairs, marriage and other activities, (AC9HS4K09_E5)
the diversity of cultural, religious and/or social groups to which they and others in the community belong and their importance to identity (AC9HS4K10)	identifying diversity through the different social, cultural and religious groups students belong to and describing what makes them feel that they belong to the groups (AC9HS4K10_E1)
	listing and comparing the different beliefs, traditions and symbols used by groups (AC9HS4K10_E2)
	recognising that the identity of First Nations Australians is shaped by Country/Place, language and knowledge traditions (AC9HS4K10_E3)

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Questioning and researching	pose questions to investigate people, events, places and issues that address identified disciplinary concepts (AC9HS4S01)	<p>asking questions before, during and after an investigation using tools such as a KWL chart (what they know, what they want to know and what they have learned) and five W's + H (who, what, when, where, why and how) (AC9HS4S01_E7)</p> <p>developing 'How do we know?' questions for evidence, 'How are these ideas connected to each other?' What is similar/different about what you have found out?' questions about comparisons, 'What could be done?' questions about alternatives, 'Is that right or fair?' questions about decisions past and present, 'How did/do certain groups respond/act when...?' questions about diverse groups, 'What rules apply when...? Who was/is involved...?' questions about rules and citizenship (AC9HS4S01_E8)</p> <p>generating a range of questions (for example, evaluation questions, reflecting questions) about contemporary issues reported in the media (AC9HS4S01_E9)</p> <p>discussing how an investigation about the past (for example, a shipwreck explored through a museum display, video or interactive website) is guided by questions at different stages, including 'Why is that important now?' (AC9HS4S01_E10)</p> <p>developing questions that address the disciplinary concepts in the knowledge and understanding content descriptions (for example, 'What was the cause...?', 'Why was this event significant?', 'How did daily life change?', 'What are the characteristics of this place?', 'How can we manage resources sustainably?', 'What rules are used by different groups I belong to? What laws protect our local environment?') (AC9HS4S01_E11)</p>
	locate and collect information and data from different sources, including observations (AC9HS4S02)	<p>identifying the types of sources suited to historical, geographical, civic and cultural inquiry and discussing why suitable sources might be different (AC9HS4S02_E8)</p> <p>identifying sources for a historical study, such as sites, paintings (or their representations), maps, written records/accounts, database information, traditional ballads and stories (AC9HS4S02_E9)</p> <p>brainstorming ways that information might be collected for an inquiry (for example, surveys, interviews, tallying) and choosing, with teacher guidance, the most effective sources of data (for example, the internet, thematic maps, photographs, satellite imagery, field data collection, interviewing members of local government) (AC9HS4S02_E10)</p>

	<p>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) (AC9HS4S02_E11)</p> <p>exploring stories about the groups people belong to (for example, about cultural groups such as groups that value First Nations People of Australia or Asian heritage, from interest and community groups such as recreational and volunteering organisations, and from gender or religious groups) (AC9HS4S02_E12)</p> <p>acquiring geographical information about environments and resources from a range of sources, such as a knowledgeable First Nations Australian or from schools in contrasting parts of Australia and/or other countries in the Southern Hemisphere (AC9HS4S02_E13)</p>
<p>record, sort and represent information and data, including that related to the location of places and their characteristics, in different formats, including graphs, tables and maps, using discipline-appropriate conventions (AC9HS4S03)</p>	<p>using graphic organisers to sort and record information (for example, flowcharts, consequence wheels, futures timelines, Venn diagrams, Y-charts, network diagrams) or to show relationships (for example, a food web in mangrove or Antarctic waters) (AC9HS4S03_E5)</p> <p>constructing maps, graphs or tables to display data and information (for example, changes in the distribution of different types of vegetation, the loss of native species, the movement of peoples over time, the population of places over time, resource distribution in places that have been colonised, social, cultural and religious groups in Australia's society) using digital applications as appropriate (AC9HS4S03_E6)</p> <p>recording and sorting collected information using tally sheets, murals, surveys, graphs and tables, databases or spreadsheets (AC9HS4S03_E7)</p> <p>showing historical and geographic information on maps (for example, collaboratively creating a large class map of routes of exploration to and around Australia by projecting a world map on a mural, and completing it with relevant geographical and historical details including compass points, sea routes, legends, dates, pictorial details, annotations and captions) (AC9HS4S03_E8)</p> <p>annotating maps using the appropriate cartographic conventions, including map symbols, scale and north point, to show places and their features, in Australia, and in selected countries of Africa and South America (AC9HS4S03_E9)</p>
<p>sequence information about people's lives and events using</p>	<p>creating a timeline by accurately placing information about key events or people in chronological order and explaining the sequence (for example, exploration to Australia leading up to the First Fleet) (AC9HS4S04_E3)</p>

	discipline-appropriate conventions (AC9HS4S04)	using graphic organisers to show the sequential stages of a process (for example, a flowchart that shows the stages of local government decision-making, a consequence wheel that shows causes and effects, seasonal charts such as a First Nations Australians' representation describing environmental evidence) (AC9HS4S04_E4)
		recounting and sequencing events associated with a particular history (for example, developing an annotated map to describe the sea route of the First Fleet and the timing of its passage, describing the key events in the life of Bennelong and his interactions with the British, investigating the sequential discoveries and consequential decisions of Captain James Cook and Joseph Banks, which led to colonisation) (AC9HS4S04_E5)
Interpreting, analysing, and evaluating information	examine information to identify different points of view and distinguish facts from opinions (AC9HS4S05)	exploring different points of view about a familiar event (for example, Australia Day, National Sorry Day) or issue (for example, a school issue, an environmental issue) (AC9HS4S05_E6)
		exploring different stories associated with a past event to discover the experiences, thoughts or feelings of the people at that time (for example, the points of view of male, female and child convicts, soldiers, free settlers, some First Nations People of Australia in the early colonial era) (AC9HS4S05_E7)
		identifying differing viewpoints and considering their related ethical implications when discussing the past and present (for example, personal preference versus respecting the law, such as personal freedom versus following the legal requirement to wear a bike helmet; different views over time about people's character, such as convicts who stole food were sinful; discussing whether a statue or monument with a proposed racist history should still stand) (AC9HS4S05_E8)
		exploring different viewpoints about the sustainable use of a place (for example, environmental management laws and First Nations Australians' practices) (AC9HS4S05_E9)
		sharing aspects of their cultural identity and considering how it might be similar and different to the cultural identity of others (AC9HS4S05_E10)
	identifying stereotypes presented in texts and pictures, such as generalisations about gender roles, and talking about who is advantaged by stereotypes and who is disadvantaged (AC9HS4S05_E11)	
	interpret information and data displayed in different formats, to	decoding the meaning of symbols and emblems associated with Australian history, geography and civic life and applying an understanding of conventions, vocabulary and symbols when interpreting large-scale maps (AC9HS4S06_E7)

	identify and describe distributions and patterns (AC9HS4S06)	interpreting the data presented in picture, line, bar or column graphs to identify trends or distributions (for example, explaining survey results about types of waste produced in the school or how people in the community participate) (AC9HS4S06_E8)
		interpreting thematic maps and using Google Earth or similar applications to describe the characteristics of a continent or region or to identify the distribution of a particular characteristic (for example, languages of South America, equatorial rainforests, settlement along a major river valley in South America from its source to the sea) (AC9HS4S06_E9)
		comparing environments in places of similar climate and vegetation that are located on different continents (for example, sandy, icy and stony deserts of Australia, Africa, Antarctica and South America) (AC9HS4S06_E10)
	analyse and evaluate information and data in relation to the questions posed (AC9HS4S07)	comparing information in sources to identify evidence of change (for example, First Nations Australian, Dutch and French place names on Australia's west coast, past and present distribution of vegetation in North Africa that points to increasing desertification) (AC9HS4S07_E5)
		examining images of First Nations Australian rock art depicting early interactions and trade with the Macassans and comparing it with written information from a historian (AC9HS4S07_E6)
		analysing and evaluating information collected from interviews with different people about the same issue (for example, children, council members, local Elders, conservationists regarding the development of a local piece of land) (AC9HS4S07_E7)
		analysing and evaluating information gathered through using visible thinking strategies to examine a group of paintings and/or maps across a period of time to explore evidence of continuity and change and significant events in Australia pre- and post-1788 (AC9HS4S07_E8)

Concluding and decision-making	develop evidence-based conclusions (AC9HS4S08)	describing risks in past times (for example, for those involved in sea travel, exploration and colonisation) (AC9HS4S08_E5)
		explaining how seeking resources is connected to trade, world exploration, colonisation and environmental change and discussing what Britain gained from colonising Australia as well as the effects on First Nations of Australia Peoples and the environment (AC9HS4S08_E6)
		drawing conclusions from an analysis and evaluation of sources (for example, relationships between plants and animals in an ecosystem, shipwreck locations and natural features, local government services and how people benefit) (AC9HS4S08_E7)
		concluding from an analysis and evaluation of historical records how laws, and the consequences of not following them, have changed over time (for example, contrasting penalties applied in eighteenth-century Britain and those applied in modern Australia) (AC9HS4S08_E8)
		using new knowledge to make an argument on a topic relevant to them and their community (for example, whether they agree with a school rule, a proposed change in the community, what the local government can do about an issue) (AC9HS4S08_E9)
		describing how people of the past are represented in fiction and other sources, and critically examining stereotypes in their representations (for example, claims that women did not work, inferences that all First Nations People of Australia are the same) (AC9HS4S08_E10)
	propose actions in response to an issue or challenge that consider points of view and the possible effects of differing actions (AC9HS4S09)	participating in role-plays and debates that allow for equal presentation of viewpoints (AC9HS4S09_E5)
		exploring and sharing, through a facilitated role-play, the experiences and/or feelings of different people involved in a past event (for example, the points of view of First Nations People of Australia, convicts, guards, women and children on settling at Botany Bay) or the different views about a current event (for example, the views of farmers, activists and government decision-makers about a road going through an endangered habitat) (AC9HS4S09_E6)
		participating in cooperative strategies that enable decision-making about roles and responsibilities (for example, using de Bonos' hats) (AC9HS4S09_E7)
		reflecting on learning with the assistance of tools such as a KWL chart (what they know, what they want to know and what they have learned) when evaluating responses to an issue (AC9HS4S09_E8)

		<p>forecasting a probable future and a preferred future relating to an environmental, local government or cultural issue (for example, developing a future scenario of what oceans will be like if humans continue to allow waste plastic to enter waterways, and a preferred scenario of what oceans would be like if plastics were to be replaced by degradable materials) (AC9HS4S09_E9)</p>
		<p>reflecting on personal behaviours and identifying attitudes that may affect aspects of the environment at a local or global level (for example, pouring paints down the sink, using products sourced from cleared rainforests) and proposing awareness-raising strategies to reduce impacts on the environment (AC9HS4S09_E10)</p>
		<p>proposing possible actions that could be taken to address an issue (for example, improving the management of waste in the school, choosing products not made from endangered species such as elephants) and identifying resources needed to support the actions and likely outcomes (for example, composting lunch waste and using it on the school garden, making socially responsible decisions) (AC9HS4S09_E11)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communicating</p>	<p>present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (AC9HS4S10)</p>	<p>composing, in a range of different text types, information to communicate findings and conclusions (for example, information presented as imaginative recounts, biographies, journals, reports) (AC9HS4S10_E6)</p>
		<p>describing the relative location of different features in a place by distance and compass direction (for example, the distance from their home to the local waste management site, the route of a navigator) (AC9HS4S10_E7)</p>
		<p>using accurate and subject-appropriate terms when speaking, writing and illustrating (for example, using historical terms such as 'exploration', 'navigation', 'trade', 'penal', 'transportation', 'contact', 'frontier conflict', 'colonisation'; using geographical terms such as 'continents', 'countries', 'natural resources', 'vegetation', 'environments', 'ecosystems', 'sustainability', 'consumption', 'waste' and 'management'; and using civic terms such as 'local government', 'decision-making', 'services', 'roles', 'responsibilities', 'rules', 'laws' and 'belonging') (AC9HS4S10_E8)</p>

Year 5

Year level description

Australian communities – their past, present and possible futures

The Year 5 curriculum focuses on colonial Australia in the 1800s, the relationship between humans and their environment, the features of Australian democracy and citizenship and how choices are made to satisfy needs and wants. Students learn about the reasons for the founding of British colonies in Australia and the impact of colonisation on the environment and the daily life of different people. They explore the role of people in a significant development or event on one Australian colony, the reasons for their actions, and the impact of the development/event. They examine the reasons people migrated, their experiences and their contributions. Students are also introduced to the concept of primary and secondary sources as they analyse sources to compare information and points of view in the past and present. Students explore the environmental and human influences on the location and characteristics of a place and the way spaces within places are organised and managed. Students investigate the key values and nature of Australia's liberal democratic system of government. They examine the features of voting processes and the responsibilities of electors, representatives and the three levels of government. They determine how people in the community cooperate to achieve civic goals. Students develop an understanding of why decisions need to be made when allocating resources for society's needs and wants, and the various factors that may influence them when making decisions.

Inquiry questions

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

HASS

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

History

- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment and people's lives?
- What were the significant events and who were the significant people that shaped Australian colonies?

Geography

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?

Civics and Citizenship

- What is democracy in Australia, how does our democracy work and why is voting in a democracy important?
- How and why do people participate in groups to achieve shared goals?

Economics and Business

- What influences consumer choices?
- How can people make informed consumer choices?

Achievement standard

By the end of Year 5, students describe continuity and change in the experiences of different groups, and the causes, effects and roles of people in significant events/developments. Students describe the characteristics of places in different locations at a range of scales and explain the interconnections between people, the human and environmental characteristics of places, and the management of spaces. Students identify the importance of values, processes, roles, responsibilities and civic action to Australia's democracy and citizenship. They consider the limited nature of resources in choices to meet needs and wants.

Students develop questions to frame an investigation that consider identified disciplinary concepts and locate and collect information and data from primary and secondary sources to answer those questions. They sort, record and represent data in different formats, including sequencing information in chronological order, creating timelines and creating maps at a range of scales. Students examine, interpret, analyse and evaluate information and data to identify the purpose of sources and different viewpoints, to describe distributions, patterns and trends, to infer relationships and develop evidence-based conclusions. They generate alternative responses to an issue or challenge and propose actions that consider possible effects. Students present ideas, findings and conclusions in a range of communication forms using discipline-specific conventions and terms.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding	the economic, political and social causes for the establishment of a British colony in Australia after 1800 (AC9HS5K01)	investigating the reasons for the establishment of different types of colonies in Australia, such as a penal colony (for example, Moreton Bay, Van Diemen's Land) or a colony for free settlers, as in South Australia (AC9HS5K01_E1)
	the effects of colonial presence on the natural environment and the lives of First Nations Australians (AC9HS5K02)	<p>investigating colonial life to discover what life was like at that time for different inhabitants (for example, a First Nations Australian community and a European community, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, shopping or trade, language, housing and children's lives (AC9HS5K02_E1)</p> <p>mapping 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 (AC9HS5K02_E2)</p> <p>investigating the challenges and impacts experienced by First Nations Australian and migrant communities as an effect of colonisation (for example, introduction of diseases, removal from Country/Place, removal of hunting grounds, frontier conflicts) (AC9HS5K02_E3)</p> <p>investigating the resilience of First Nations People of Australia in their response to colonisation (AC9HS5K02_E4)</p> <p>discussing challenges experienced by people, including migrants, in the colonial era and the enterprising or sustainable responses made to these challenges (for example, wind energy, food preservation, communication, accessing water) (AC9HS5K02_E5)</p> <p>exploring how the colony was governed and the impact of European Rule of Law, particularly on the lives of First Nations People of Australia (AC9HS5K02_E6)</p> <p>investigating the impact of settlement on the local environment and its ecosystems (for example, comparing the present and past landscape and the flora and fauna of the local community, including introduced species) (AC9HS5K02_E7)</p>

	<p>the effects of important developments or events on an Australian colony and the role of significant First Nations Australian and British arrivals in the developments or events (AC9HS5K03)</p>	<p>investigating an event or development and explaining its economic, social or political impact on a colony (for example, the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy; the impact of internal exploration and the advent of rail on the expansion of farming; Bennelong as a mediator between two cultures) (AC9HS5K03_E1)</p> <p>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?', 'What if Arthur Phillip had not captured Bennelong?', 'What if Chinese immigrants were not allowed to land in Robe, SA during the gold rush?', 'What if Governor Macquarie had not opened the Parramatta Native Institution?') (AC9HS5K03_E2)</p> <p>identifying the events and reasons that led to people coming 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) (AC9HS5K03_E3)</p> <p>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) (AC9HS5K03_E4)</p> <p>connecting (where appropriate) stories of migration to students' own family histories or interviewing people with migrant heritage (AC9HS5K03_E5)</p> <p>exploring the personal and social motivations and actions of an individual or group that shaped a colony, including First Nations People of Australia (AC9HS5K03_E6)</p>
<p>Geography</p>	<p>the location of a range of countries in Europe and North America in relation to Australia and the influence of people on the environmental</p>	<p>using geospatial tools (for example, a globe, electronic atlas, wall map or digital application such as Google Earth) to identify the relative location of the major countries of Europe and North America to Australia and the main environmental characteristics of selected places on each of those continents (AC9HS5K04_E1)</p>

	<p>characteristics of selected places on those continents (AC9HS5K04)</p>	<p>researching the changes made by people to a particular environment in a country in Europe and a country in North America (for example, the Alpine region in Europe, deforestation in the USA) and discussing the ethical decisions involved (AC9HS5K04_E2)</p>
	<p>the influence of people, including First Nations Australians, on the environment and how cultural practices determined the characteristics of Australian landscapes (AC9HS5K05)</p>	<p>identifying how First Nations Australian communities altered the environment and sustained ways of living through their methods of land and resource management (for example, 'burn offs') (AC9HS5K05_E1)</p> <p>exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining), and evaluating the positive and negative effects of change on environmental sustainability (AC9HS5K05_E2)</p>
	<p>the environmental and human influences on the location and characteristics of a place, and the management of spaces within them (AC9HS5K06)</p>	<p>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 (AC9HS5K06_E1)</p> <p>exploring the traditional practices of First Nations People of Australia regarding how the environment is respected when using natural resources and the management of sacred places (for example, Uluru) (AC9HS5K06_E2)</p> <p>investigating the influence of landforms (for example, the Murray–Darling, Yellow (Huang He), Yangtze, Amazon, Mekong, Ganges, Po River Valley, the California Delta rivers), on the development of settlements that are involved in food and fibre production (AC9HS5K06_E3)</p> <p>examining the effects of landforms (for example, valleys, hills, natural harbours, rivers) on the location and characteristics of their place and other places they know (AC9HS5K06_E4)</p> <p>exploring the extent of change in the local environment over time and the impact of change on ecosystems (AC9HS5K06_E5)</p> <p>exploring how a unique environment is used and managed (for example, settlement and human use of Antarctica and the practices and laws that aim to manage human impact) (AC9HS5K06_E6)</p> <p>examining how the use of the space within their local place is organised through zoning (AC9HS5K06_E7)</p>

		investigating a current local planning issue (for example, redevelopment of a site, protection of a unique species), exploring why people have different views on the issue and developing a class response to it (AC9HS5K06_E8)
Civics and Citizenship	the key values and features of Australia's democracy, including the electoral process and the responsibilities of electors and elected representatives (AC9HS5K07)	discussing the meaning of democracy (AC9HS5K07_E1)
		discussing the meaning and importance of the key values of Australian democracy (for example, freedom of election and being elected; freedom of assembly and political participation; freedom of speech, expression and religious belief; rule of law; other basic human rights) (AC9HS5K07_E2)
		considering how students apply democratic values in familiar contexts (AC9HS5K07_E3)
		exploring the secret ballot and compulsory voting as key features of Australia's democracy (AC9HS5K07_E4)
		recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair (AC9HS5K07_E5)
		clarifying who has the right to vote and stand for election in Australia (AC9HS5K07_E6)
		exploring the preferential voting system (AC9HS5K07_E7)
		considering the responsibilities of electors (for example, enrolling to vote, being informed and voting responsibly) (AC9HS5K07_E8)
		identifying the characteristics that would make for a 'good' representative at the local, state/territory or national level (AC9HS5K07_E9)
		the roles and responsibilities of the three levels of government in Australia's democracy (AC9HS5K08)
identifying issues where federal and state parliaments both have the power to make laws, and recognising that federal law will override the state law if federal and state laws conflict on these issues (AC9HS5K08_E2)		
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) (AC9HS5K08_E3)		

	<p>how citizens with shared beliefs and values work together to achieve a civic goal (AC9HS5K09)</p>	<p>discussing how and why people volunteer for groups in their community (for example, rural fire services, emergency services groups and youth groups) (AC9HS5K09_E1)</p> <p>using social media to share and discuss ideas about how people can work together as local, regional and global citizens (for example, as communities for a local environmental issue or project) (AC9HS5K09_E2)</p> <p>examining First Nations Australian organisations and the services they provide (AC9HS5K09_E3)</p> <p>discussing ways people resolve differences (for example, through negotiation and Reconciliation) (AC9HS5K09_E4)</p>
<p>Economics and Business</p>	<p>types of resources (natural, human, capital) and how they satisfy needs and wants (AC9HS5K10)</p>	<p>categorising resources as natural (for example, water, coal, wheat), human (for example, workers, business owners, designing, making, thinking) and capital (for example, tools, machines, technologies) (AC9HS5K10_E1)</p> <p>identifying and categorising the factors of production used in the production of goods and services that satisfy the needs and wants of a local community (AC9HS5K10_E2)</p> <p>listing the needs and wants of a local community and exploring the ways resources are currently used to meet these needs and wants and how resources might be used more sustainably to meet these needs and wants into the future (AC9HS5K10_E3)</p> <p>exploring how First Nations Australians' traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways (AC9HS5K10_E4)</p>
	<p>the difference between needs and wants, and how choices to meet them need to consider limited resources (AC9HS5K11)</p>	<p>debating whether one person's need is another person's need or want (AC9HS5K11_E1)</p> <p>explaining the concept of scarcity (that is, needs and unlimited wants compared to limited resources) and why individuals cannot have all the items they want and therefore must make a choice (AC9HS5K11_E2)</p> <p>explaining reasons for differences in needs and wants for different groups (AC9HS5K11_E3)</p>

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Questioning and researching	develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges that address relevant disciplinary concepts (AC9HS6S01)	<p>asking questions that address relevant disciplinary concepts before, during and after an investigation to frame and guide the stages of an inquiry (for example, ‘What caused Britain to establish Australian colonies? What were the effects of colonisation on First Nations People of Australia? What does this source indicate about the significance of an event? How do secondary sources differ and what can I determine from primary sources? How do the sources help me answer my questions and reach conclusions?’) (AC9HS6S01_E1)</p> <p>developing different types of questions for different purposes (for example, probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide financial choices) (AC9HS6S01_E2)</p> <p>developing questions to guide the identification and location of useful sources for an investigation or project (for example, ‘Is this source useful?’, ‘Who can help us do this project?’, ‘What rules/protocols must we follow when we do this inquiry/project?’, ‘What resources do we need to conduct this project?’) (AC9HS6S01_E3)</p>
	locate and collect relevant information and data from primary and secondary sources (AC9HS6S02)	<p>finding information about the past in primary sources (for example, maps, stories, songs, music, dance, diaries, official documents, artworks, artefacts, remains of past industry, newspapers of the day, advertisements, rule lists, interview transcripts) (AC9HS6S02_E1)</p> <p>finding geographical information in primary sources (for example, fieldwork and photographs) and secondary sources (for example, maps, plans and reports in digital and non-digital form) (AC9HS6S02_E2)</p> <p>using geospatial tools (for example, a globe, wall map or digital application such as Google Earth) to collect information (for example, to identify the environmental characteristics of the major countries of Europe and North America) (AC9HS6S02_E3)</p> <p>conducting surveys to gather primary data and summarising the key points or particular points of view relating to an issue (for example, surveying the views of conflicting parties in a planning or environmental dispute) (AC9HS6S02_E4)</p> <p>finding data and information that supports decision-making processes when investigating an economics or business issue, including online, observation and print sources (for example, interviews, surveys, case studies) (AC9HS6S02_E5)</p>

Interpreting, analysing, and evaluating information		finding out how to conduct ethical research with people and communities, including the protocols for consultation with local First Nations Australian communities, behaviours in sacred or significant sites, and considering sensitivities of people (AC9HS6S02_E6)
	organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions and geospatial technologies (AC9HS6S03)	categorising information using digital and non-digital graphic organisers (for example, flowcharts, consequence wheels, futures timelines, Venn diagrams, scattergrams, decision-making matrixes and bibliography templates) (AC9HS6S03_E1)
		constructing maps, tables and graphs using appropriate digital applications and conventions (for example, border, source, scale, legend, title and north point) to display data and information (for example, information about the movement of peoples over time in colonial Australia; the different climates of Europe and North America; population growth of Australian colonies; cultural and religious groups in Australia at different times; information on needs and wants) (AC9HS6S03_E2)
		deciding which recording methods and tools (for example, graphs, tables, field sketches, questionnaires, scattergrams, audio-recorders, video recorders, cameras, water or air quality testing kits, binoculars, clinometers, calculators) suit the data or information to be collected (AC9HS6S03_E3)
		mapping geographical data using geospatial technologies (for example, the location of information they have collected through fieldwork) (AC9HS6S03_E4)
	sequence information about people's lives, events, developments and phenomena using a variety of methods, including timelines (AC9HS6S04)	compiling an annotated timeline to show the key stages of a development (for example, significant events in the development of their community, their region or state) (AC9HS6S04_E1)
		creating flowcharts that show the stages of a process (for example, steps in an electoral process such as a class vote or a local council election, the sequence of steps to rehabilitate a natural area, the sequence of actions in achieving a civic goal) (AC9HS6S04_E2)
	examine primary and secondary sources to determine their origin and purpose (AC9HS6S05)	inferring the nature, purpose and origin of artefacts to determine if they have evidence to offer an investigation of a time, place or process (AC9HS6S05_E1)
		identifying stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics presented in sources and media of the past (for example, a newspaper caricature of a colonial era Chinese goldfield worker) and in sources and media of the present (for example, social media opinions about a mining development) (AC9HS6S05_E2)

	<p>identifying the purpose and usefulness of information gained from primary and secondary sources (for example, checking publication details) (AC9HS6S05_E3)</p> <p>analysing texts relating to a school, club or government election (for example, speeches, advertisements, campaign materials, symbols, how-to-vote cards, result records) to determine who created them and their purpose (AC9HS6S05_E4)</p>
<p>examine different viewpoints on actions, events, issues and phenomena in the past and present (AC9HS6S06)</p>	<p>analysing sources to identify and understand the different motives and experiences of individuals and groups involved in past or present events and issues (for example, the reasons people migrated to colonial Australia and their diverse experiences; the experiences of First Nations People of Australia due to British occupation and their removal from Country/Place; the struggle for rights by emancipated convicts; the way migrants or refugees have been managed over time and their experiences; the motives of whalers and anti-whaling activists) (AC9HS6S06_E1)</p> <p>comparing sources of evidence to identify similarities and/or differences in accounts of the past (for example, comparing colonial descriptions of Burke and Wills' achievements with those that have been recently published with First Nations Australian perspectives; different representations of Ned Kelly in past and present publications) (AC9HS6S06_E2)</p> <p>examining photographs to identify inferred messages (for example, how workers on a colonial banana plantation are positioned, dressed, posed and/or are absent, to reflect the status of different groups such as English managers, Chinese, First Nations Australian and South Sea Islander workers, women and children) (AC9HS6S06_E3)</p> <p>exploring, through a facilitated role-play or a simulation game, the way different people experienced the same event (for example, the differing experiences and feelings of miners, Chinese workers, women, children, leaders and First Nations Australian occupants during the Eureka Stockade; personal intercultural experiences; or people's differing perceptions of election speeches made by opposing candidates) (AC9HS6S06_E4)</p>
<p>interpret information and data displayed in a range of formats to</p>	<p>interpreting data presented in a line, bar, column or pie graph (for example, data about election results, common influences on the purchases of class members) to identify the likelihood of an outcome or the probability of an event reoccurring (AC9HS6S07_E1)</p>

<p>identify, describe and compare distributions, patterns and trends, and to infer relationships (AC9HS6S07)</p>	<p>examining visual and written sources to infer relationships (for example, examining photographs to see how people responded to droughts in enterprising ways; interpreting maps of First Nations Australian trade routes to propose how ideas, technology and artefacts travelled across them; analysing a food web to reveal how plants, animals, water, air and people are connected) (AC9HS6S07_E2)</p>
	<p>making inferences using sources, such as graphs and thematic maps, that show distribution (for example, the number of electors in some state or federal electorates to discuss representation; the distribution of primary resource industries in Australia and their proximity to cities; the spread of the cane toad across Australia and its threat to environments) (AC9HS6S07_E3)</p>
	<p>interpreting graphs and tables of data collected from a survey to infer relationships or trends (for example, common influences on purchasing decisions of class members; the increase in social activism for social and environmental causes) (AC9HS6S07_E4)</p>
	<p>interpreting and creating maps such as flow and choropleth maps, or plans for specific purposes (for example, a map showing man-made features) (AC9HS6S07_E5)</p>
	<p>analyse and evaluate information and data in relation to the questions posed (AC9HS6S08)</p>
<p>analysing information to reveal trends and changes (for example, changes over time in who could vote; changing purchasing trends; the rise in the use of energy drawn from alternative sources; the increase in online activism for social and environmental causes) (AC9HS6S08_E1)</p>	
<p>exploring maps and sources showing First Nations Australian and Torres Strait Islander language groups and Countries/Places, to explain the diversity of their cultures (AC9HS6S08_E2)</p>	
<p>exploring past or present representations of people that differ from those commonly conveyed (for example, missing voices of minority groups such as youth, the unemployed, non-citizens, women, children, First Nations Australians, migrants, South Sea Islanders) (AC9HS6S08_E3)</p>	
<p>acknowledging ethical considerations of decisions, they and others make or have made (for example, an election preference; reasons for purchasing an item; why laws are not followed by some people; the acceptance of children working in colonial times; stewardship of natural places) (AC9HS6S08_E4)</p>	
<p>using analysis and evaluation of multiple primary and secondary sources that consider differing information to develop evidence (AC9HS6S08_E5)</p>	

Concluding and decision-making	develop evidence-based conclusions (AC9HS6S09)	<p>identifying valid evidence that can be used to form a conclusion and considering the difference between a conclusion based on evidence and that based on personal preference or one that is based on use of limited sources (AC9HS6S09_E1)</p> <p>drawing conclusions based on identified evidence (for example, using analysis and evaluation of primary sources such as images, posters and newspaper articles, and secondary sources such as books and websites on which to base conclusions) (AC9HS6S09_E2)</p> <p>drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence (AC9HS6S09_E3)</p> <p>drawing conclusions about a community and/or the environment (for example, changing democratic values from past to present; patterns of human consumption and changes in environments) (AC9HS6S09_E4)</p>
	work individually and in groups to generate possible responses to issues and challenges and use criteria to assess the probable advantages and disadvantages of preferring one response over others (AC9HS6S10)	<p>forecasting probable futures for an issue (for example, how native fauna populations might change if an introduced species such as the cane toad, carp, feral cats or rabbits continues to increase in population) and proposing preferred futures that relate to the issue (AC9HS6S10_E1)</p> <p>undertaking a project that responds to an identified challenge or issue with strategies to be used that will achieve desired outcomes (for example, a school fundraising activity, an ecological preservation project, a school-based opinion poll about a relevant issue) (AC9HS6S10_E2)</p> <p>using communication technologies to exchange information and to facilitate the development of a collaborative response (AC9HS6S10_E3)</p> <p>participating in a relevant democratic process (for example, in class votes, mock parliament, school decision-making processes such as student councils) (AC9HS6S10_E4)</p> <p>discussing the priorities and ethics evident in past decisions (for example, in clearing of native vegetation for farming, in stealing food to survive) (AC9HS6S10_E5)</p> <p>making judgements about how effectively challenges have been addressed in the past (for example, relative success of solutions to challenges during colonial settlement) or how effectively a current challenge is being addressed (for example, the solution to an environmental issue, or a strategy for economic development) (AC9HS6S10_E6)</p> <p>evaluating the possible options that people could take to resolve challenges (for example, improving water quality, ensuring fairness, managing excess waste, budgeting choices) (AC9HS6S10_E7)</p>

		<p>reflecting on choices in relation to personal criteria and expressing reasoning that influenced decision-making (for example, why they participate in a civic activity) (AC9HS6S10_E8)</p> <p>using agreed criteria as the basis for an assessment of the advantages and disadvantages of choices (for example, for determining which actions are most likely to be effective to restore a damaged environment) (AC9HS6S10_E9)</p> <p>applying economics and business criteria to everyday problems to identify a response to the issue (AC9HS6S10_E10)</p>
	propose personal and/or collective actions in response to an issue or challenge that predict and consider the probable effects (AC9HS6S11)	<p>considering the primary and secondary sources used and how this may have influenced the validity of the conclusions of the inquiry (for example, sample size of survey, the date a secondary source was created and the views that prevailed at the time) (AC9HS6S11_E1)</p> <p>asking questions in order to consider potential effects (for example, 'What could be the effects of my purchasing decisions?', 'Are needs and wants the same for everyone?', 'Why can't all needs and wants be satisfied?', 'How can I contribute to a sustainable environment?') (AC9HS6S11_E2)</p> <p>identifying the effects of decisions about economics and business and/or civics and citizenship issues (AC9HS6S11_E3)</p> <p>assessing possible options as actions that people could take to respond to a local issue they have investigated (for example, the redevelopment of a disused quarry in the local area) (AC9HS6S11_E4)</p> <p>analysing successful solutions to problems and considering if problem-solving approaches can be applied to challenges relevant to their personal or school context (AC9HS6S11_E5)</p>
Communicating	present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and	<p>selecting appropriate text types to convey findings, conclusions and understandings (for example, imaginative journals, narrative recounts, reports and arguments) (AC9HS6S12_E1)</p> <p>describing the relative location of places and their features in Australia and in selected countries of North America and Europe (AC9HS6S12_E2)</p> <p>selecting and applying appropriate media and strategies to suit their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes (AC9HS6S12_E3)</p>

non-digital
representations and
discipline-specific terms
and conventions
(AC9HS6S12)

using accurate and subject-appropriate terms (for example, historical terms such as 'colonial', 'the gold era', 'migration', 'penal'; geographic terms such as 'characteristics', 'environmental', 'human', 'ecosystems', 'sustainable', 'settlement', 'management'; civics terms such as 'electoral process', 'democracy', 'shared beliefs'; and economic terms such as 'scarcity', 'choices', 'resources', 'needs and wants') (AC9HS6S12_E4)

Year 6

Year level description

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

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time. Through studies of people's experiences of democracy and citizenship over time, students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government. Students learn about the way of life of people who migrated to Australia since Federation and their contributions to Australia's economic and social development. In learning about Australia as a nation, students compare a range of sources to determine points of view. Students examine how people work to prevent, mitigate and prepare for natural hazards. They explore diverse environments, peoples and cultures at a global level. They examine Australia's various connections with other countries and places throughout the world, how these are changing and their effects.

Students study the key institutions of Australia's democratic government. They learn how state/territory and federal laws are made in a parliamentary system, and the role of laws and law enforcement. They examine Australian citizenship and reflect on the rights and responsibilities of Australian citizens and their obligations as global citizens. Students learn that the limited nature of resources means that businesses and consumers make choices. This involves consumers choosing what to purchase and businesses choosing the way they provide goods and services. Students consider the effect of consumer and financial decisions on individuals, the community and the environment. The emphasis is on community or regional issues, with opportunities for concepts to also be considered in national, regional or global contexts where appropriate.

Inquiry questions

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

HASS

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

History

- 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?

Geography

- 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?
- What are the key institutions of Australia's democratic government?
- How are laws developed in Australia?

Economics and Business

- What does it mean to be an Australian citizen?
- Why are there trade-offs associated with making decisions?
- What are the possible effects of my consumer and financial choices?
- Why do businesses exist and what are the different ways they provide goods and services?

Achievement standard

By the end of Year 6, students describe continuity and change in the experiences of people. They identify the roles of people in, and causes of, significant events/developments and their effects on society. Students describe, compare and explain the geographically diverse characteristics of different places at different scales, and the nature and effects of the interconnection of people, places, communities and environments. Students explain the importance of people, institutions, processes, rights, responsibilities and obligations to Australian democracy, legal systems and citizenship. Students identify the purpose of businesses, the choices businesses make, and how consumer and financial choices effect people and environments.

Students develop appropriate questions to frame an investigation that consider identified disciplinary concepts and locate and collect information and data from a range of primary and secondary sources to answer those questions. They organise and represent information and data in a range of formats, including sequencing information in chronological order and creating timelines and maps at a range of scales. Students examine, interpret, analyse and evaluate information and data to determine the origin, purpose and points of view of sources, to describe and compare distributions, patterns and trends, to infer

relationships and develop evidence-based conclusions. They generate and consider alternative responses to an issue or challenge and identify the advantages and disadvantages of preferring one action over others. Students present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping and graphing, using discipline-specific conventions and terms.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding History	significant figures, events and ideas that led to Australia's Federation, Constitution and democratic system of government (AC9HS6K01)	<p>studying Australia's path to Federation through an examination of key people (for example, Henry Parkes, Edmund Barton, George Reid, John Quick) and events (for example, the Tenterfield Oration, the Corowa Conference, the referendums held in the colonies between 1898 and 1900) (AC9HS6K01_E1)</p> <p>exploring how the United States of America's model of federalism contributed to the ideas for Clark's first draft of the Constitution (AC9HS6K01_E2)</p> <p>investigating how Australia's system of law and government has origins in the Magna Carta and Westminster and, therefore, why we have a constitutional monarchy and why there was a separation of powers (legislative, executive, judiciary) (AC9HS6K01_E3)</p>
	experiences of Australian democracy and citizenship and how they have changed, including the status and rights of First Nations People of Australia, migrants, women and children (AC9HS6K02)	<p>investigating the lack of citizenship rights for First Nations Australians in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions (AC9HS6K02_E1)</p> <p>describing the significance of the 1962 right to vote federally and the importance of the 1967 referendum for First Nations Australians to be included in the census. (AC9HS6K02_E2)</p> <p>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) (AC9HS6K02_E3)</p> <p>investigating the experiences of democracy and citizenship of women (for example, the suffragette movement, the bar on married women working, equal pay, the <i>Sex Discrimination Act 1984</i>) (AC9HS6K02_E4)</p> <p>investigating the experiences of democracy and citizenship of all citizens, including First Nations Australians and migrant groups (for example, White Australia Policy, internment camps during World War II, assimilation policies, anti-discrimination legislation, multiculturalism, Reconciliation, mandatory detention, pay and working conditions) (AC9HS6K02_E5)</p>

	<p>investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example, their food and shelter, protection, education and contacts with family) (AC9HS6K02_E6)</p>
	<p>investigating the contribution of Australian citizens across a range of fields to Australia and the world (for example, the arts, science, sport, education), including First Nations Australians, a range of cultural and social groups, and women and men drawn from the National Living Treasures list, the Australian Dictionary of Biography or the Australian Honours lists (AC9HS6K02_E7)</p>
<p>the causes of people migrating to Australia since Federation, their stories, and contributions to and effects on Australian society (including migrants from the Asia region) (AC9HS6K03)</p>	<p>exploring push and pull factors that have contributed to people migrating to Australia (for example, economic, political refugees, conflict) and inquiring into particular twentieth century migrant groups (for example, migrants from Europe following WWII, migrants from South-East Asia due to conflict, the Assisted Passage Migration scheme) (AC9HS6K03_E1)</p>
	<p>exploring individual narratives using primary sources (for example, letters, documents and historical objects), interviewing and recording an oral history, and presenting the journey and circumstances of arrival based on the sources (for example, through drama or digital application) (AC9HS6K03_E2)</p>
	<p>describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and exploring how these practices changed the communities in which they settled within Australia (AC9HS6K03_E3)</p>
	<p>connecting stories of migration to students' own family histories (where appropriate) (AC9HS6K03_E4)</p>
	<p>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 (AC9HS6K03_E5)</p>
	<p>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) (AC9HS6K03_E6)</p>
	<p>considering the contributions to Australia across a range of fields of notable Australians who were migrants or from migrant families (for example, Hieu Van Le, the Governor of South Australia, Sir Frank Lowy, Anh Do) (AC9HS6K03_E7)</p>

Geography	the impact of bushfires or floods on places and communities and how people can respond (AC9HS6K04)	mapping and explaining the location, frequency and severity of bushfires or flooding in Australia (AC9HS6K04_E1)
		explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities (AC9HS6K04_E2)
		researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding, including the insight into traditional First Nations Australian practices to reduce the impact of bushfires (AC9HS6K04_E3)
	the geographical diversity and location of places across the world including an Asian country (AC9HS6K05)	exploring the diversity of environments and types of settlement in the Asia region, or in part of the region, or in a country in either North-East, South-East or South Asia and discussing any patterns (AC9HS6K05_E1)
		investigating the differences in the population size, density, life expectancy and per capita income between countries across the world (AC9HS6K05_E2)
		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 (AC9HS6K05_E3)
		comparing people's lives in places with different levels of income (AC9HS6K05_E4)
		identifying examples of indigenous peoples who live in different regions in the world (for example, the Maori of Aotearoa New Zealand, the First Nations of North America, the Orang Asli of Malaysia and Indonesia), appreciating their similarities and differences, and exploring the United Nations Declaration on the Rights of Indigenous Peoples (AC9HS6K05_E5)
		investigating sustainability of the environments in which many indigenous peoples have lived sustainably over time and how sustainability is part of indigenous cultures (AC9HS6K05_E6)
		investigating the similarities and differences in official languages, religions and spiritual traditions between First Nations Australians and various indigenous peoples from selected countries of the Asia region and other parts of the world (AC9HS6K05_E7)
	researching the proportion of the Australian population and of the population from their local area who were born in each world cultural region, using data from the Australian Bureau of Statistics and then comparing aspects of selected cultures (AC9HS6K05_E8)	

Civics and Citizenship	Australia's interconnections with other countries and how these change people and places (AC9HS6K06)	using geospatial 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) (AC9HS6K06_E1)
		describing the location of places in countries of the Asia region in absolute terms using latitude and longitude (AC9HS6K06_E2)
	the key institutions of Australia's democratic system of government and how it is based on the Westminster system (AC9HS6K07)	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 (AC9HS6K07_E1)
		comparing the Australian system of government with the Westminster system (for example, recognising that the House of Representatives and the Senate in Australia is a Lower and Upper House of Parliament, as is the House of Commons and the House of Lords in the Westminster system, but the Senate has elected members) (AC9HS6K07_E2)
		investigating sites associated with key democratic institutions to explore their roles, virtually or in situ, such as Parliament House in Canberra (AC9HS6K07_E3)
	the process for creating laws through Australia's democratic system of government and how regulations and laws are enforced and the personnel involved (AC9HS6K08)	investigating the origins of new laws (for example, from party policy, perhaps announced during an election campaign; from suggestions by members and senators; from interest groups in the community) (AC9HS6K08_E1)
		exploring how bills are debated and scrutinised (for example, the role of parliamentary committees and the ability of citizens to make submissions to these committees) (AC9HS6K08_E2)
		examining the role of the Executive in relation to the development of policies and the introduction of bills, including the role of Cabinet in approving the drafting of a bill and the role of the public service in drafting and implementing legislation (AC9HS6K08_E3)
		considering, through group scenarios, the need to adhere to laws and regulations in order to maintain a democratic, safe and sustainable society and exploring how laws protect areas such as human rights, safety and the environment (for example, gender, disability, race and age discrimination law, road and drug laws, pollution and littering laws) (AC9HS6K08_E4)
		categorising the different types of laws and regulations in their community and who enforces them (for example, road laws – police; health laws – public health department; pollution laws – environmental protection officer) (AC9HS6K08_E5)

		<p>identifying and researching the role of different people associated with law enforcement (for example, quarantine and customs officials, police) and the legal system (for example, judges and lawyers) (AC9HS6K08_E6)</p>
	<p>the shared values of Australian citizenship, the formal rights and responsibilities of Australian citizens, and the obligations citizens may consider they have as active and informed global citizens (AC9HS6K09)</p>	<p>investigating how people become Australian citizens (AC9HS6K09_E1)</p> <p>discussing the Australian citizenship pledge and comparing it to the former oath of allegiance to the monarch to explore notions of allegiance (AC9HS6K09_E2)</p> <p>clarifying the formal rights and responsibilities of Australian citizenship and comparing these to the rights and responsibilities of non-citizens (AC9HS6K09_E3)</p> <p>exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship (for example, those of Asian heritage) (AC9HS6K09_E4)</p> <p>identifying the obligations people may consider they have as global citizens (for example, an awareness of human rights issues, concern for the environment and sustainability, being active and informed about global issues) (AC9HS6K09_E5)</p> <p>describing dual citizenship and its implications for identity and belonging (AC9HS6K09_E6)</p> <p>using a current local or global issue (for example, clearing native forest, pollution of oceans, global warming) to discuss the concept of global citizenship and the actions they can take at a local level to contribute to a global issue (for example, planting trees in the local area, promotion of the damage of litter entering drains, cleaning up a local beach, monitoring and reducing family and school energy consumption) (AC9HS6K09_E7)</p>
<p>Economics and Business</p>	<p>the reasons businesses exist and the choices they make in providing goods and services (AC9HS6K10)</p>	<p>identifying why businesses exist (for example, to produce goods and services, to make a profit, to provide employment) and investigating the different ways that goods and services are provided to people, such as through shopping centres, local markets, online, small independent stores, remote community stores (AC9HS6K10_E1)</p> <p>explaining the difference between not-for-profit and for-profit businesses and why people choose to create not-for-profit businesses (AC9HS6K10_E2)</p> <p>distinguishing between businesses in the primary, secondary and tertiary industry sectors and discussing what they produce or provide (for example, agriculture and mining, textiles and food, and information, tourism and telecommunications) (AC9HS6K10_E3)</p>

influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices (AC9HS6K11)	identifying goods they have purchased and categorising and explaining factors that influence consumer purchasing decisions (for example, personal preferences, social trends, economic factors such as budgets and the amount of money available to spend, psychological factors such as advertising and peer pressure, cultural, environmental, legal and ethical factors) (AC9HS6K11_E1)
	comparing the influence of a variety of selling and advertising strategies used by businesses on consumer choices (for example, the influence of television and internet advertising compared to email promotions) (AC9HS6K11_E2)
	recognising that financial transactions can include the use of notes, coins, credit and debit cards, and barter items; explaining the advantages and disadvantages of the different transaction types; and considering how these may influence the way people purchase items (AC9HS6K11_E3)
	exploring the strategies that can be used when making consumer and financial decisions (for example, finding more information, comparing prices, keeping a record of money spent, saving for the future) (AC9HS6K11_E4)
the effect that consumer and financial choices can have on the individual and the broader community (AC9HS6K12)	exploring how a decision to buy an item affects the family (for example, 'Did the family have to put off buying another item to have this one?') (AC9HS6K12_E1)
	investigating whether buying at the local supermarket helps the local community (AC9HS6K12_E2)
	considering if their actions have an effect on the environment (for example, does choosing to use recyclable shopping bags have an effect on the natural environment?) (AC9HS6K12_E3)
	investigating questions (for example, 'Does what my family buys in the supermarket affect what businesses might sell or produce?') (AC9HS6K12_E4)

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Questioning and researching	develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges that address relevant disciplinary concepts (AC9HS6S01)	<p>generating appropriate questions that address relevant disciplinary concepts, before, during and after an investigation, to frame and guide the stages of the inquiry (for example, 'What caused migrants to leave Vietnam? What were the effects of migration on Australia? What does this source indicate about the significance of an event? How do secondary sources differ and what can I determine from primary sources? How do the sources help me answer my questions and reach conclusions?') (AC9HS6S01_E4)</p> <p>developing different types of research questions for different purposes (for example, probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours, ethical questions regarding sensitivities and cultural protocol (AC9HS6S01_E5)</p> <p>mind-mapping a concept to create research questions that reveal connections between economic, political, and/or environmental systems (for example, 'How does global warming impact on floods and fires?', 'What are the economic impacts of fires and floods?', 'How do laws aim to minimise and mitigate the effects of floods and fires?', 'What actions can citizens take to reduce global warming and respond to fires and floods?') (AC9HS6S01_E6)</p> <p>developing questions to guide the identification and location of useful sources for an inquiry (AC9HS6S01_E7)</p>
	locate and collect relevant information and data from primary and secondary sources (AC9HS6S02)	<p>determining the most appropriate methods to find information (for example, personal observation, internet searches, primary and secondary sources), including using excursions and field trips (for example, a study trip to wetlands, or a visit to a war memorial, a cultural site, an Asian food festival, a courthouse, a town hall, a not-for-profit enterprise, a bank) (AC9HS6S02_E7)</p> <p>using a range of methods, including digital technologies, to gather relevant historical, geographical, social, economic and business data and information (for example, through online sources such as census data and databases, and/or interviews and surveys) (AC9HS6S02_E8)</p> <p>identifying key words to search for relevant information when using search tools, such as internet search engines and library catalogues and indexes and recognising that internet domain names 'com', 'edu', 'gov' are indicators of the provenance of a source (AC9HS6S02_E9)</p>

		<p>applying ethical research methods when conducting inquiries with people and communities, including using accepted protocols for consultation with local First Nations Australian communities, and conforming with respectful behaviours in sacred or significant sites (AC9HS6S02_E10)</p>
	<p>organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions and geospatial technologies (AC9HS6S03)</p>	<p>exchanging geographical information from schools in countries of the Asia region (AC9HS6S02_E11)</p> <hr/> <p>categorising information using digital and non-digital graphic organisers (for example, flowcharts, consequence wheels, futures timelines, mapping software, decision-making matrixes, digital scattergrams, spreadsheets, bibliography templates) (AC9HS6S03_E5)</p> <hr/> <p>constructing tables and graphs with digital applications as appropriate to display or categorise data and information for analysis (for example, a table to show the similarities and differences in official languages and religions across a number of countries) (AC9HS6S03_E6)</p> <hr/> <p>creating maps using spatial technologies and cartographic conventions as appropriate, including border, source, scale, legend, title and north point, to show information and data, including location (for example, a large-scale map to show the location of places and their features in Australia and countries of Asia; a flow map or small-scale map to show the connections Australia has with Asian countries such as shipping or migration) (AC9HS6S03_E7)</p> <hr/> <p>explaining spatial representations (for example, describing how the representation of the spherical globe on flat paper produces distortions in maps) (AC9HS6S03_E8)</p>
	<p>sequence information about people's lives, events, developments and phenomena using a variety of methods, including timelines (AC9HS6S04)</p>	<p>locating and positioning key events, ideas, movements and lives in a chronological sequence on timelines and flowcharts (AC9HS6S04_E3)</p> <hr/> <p>developing flowcharts to show steps in a sequence (for example, the flow of goods and services, the passage of a bill through parliament, the chain of events leading to the Formal Apology) (AC9HS6S04_E4)</p> <hr/> <p>considering that a linear concept of time is not shared by some First Nations People of Australia (AC9HS6S04_E5)</p> <hr/> <p>selecting, recording and prioritising the key points made in relation to historical, geographical, civic and economic studies when interviewing people (for example, community or family members who migrated to Australia, war veterans, former refugees, members of parliament, leaders of community organisations, business operators, the experiences of First Nations Australians, workers of diverse occupations in an industry) (AC9HS6S04_E6)</p>

Interpreting, analysing, and evaluating information	examine primary and secondary sources to determine their origin and purpose (AC9HS6S05)	<p>identifying and distinguishing fact and opinion in information and identifying stereotypes and over-generalisations (for example, over-generalisations about the role of women, the contribution of First Nations People of Australia, the work of politicians, the beliefs of religious groups) (AC9HS6S05_E5)</p> <p>proposing reasons why stereotypes and over-generalisations are evident in sources and media of the past and discussing whether the underlying attitudes and values have changed or might have changed over time (AC9HS6S05_E6)</p> <p>checking the publishing details of a text to help clarify the publication’s purpose, to identify potential bias in the content and assess its relevance, and to put information presented in a historical or geographical context (AC9HS6S05_E7)</p> <p>analysing sources to identify persuasive techniques such as modality (for example, ‘would’, ‘could’, ‘may’, ‘might’) and the use of the passive voice (for example, ‘It is claimed that...’) rather than the active voice (for example, ‘The government claims that...’), and considering reasons for these choices (AC9HS6S05_E8)</p>
	examine different viewpoints on actions, events, issues and phenomena in the past and present (AC9HS6S06)	<p>surveying businesses in the local area to find out what influences their choices concerning the way they provide goods and services (AC9HS6S06_E5)</p> <p>analysing where points of view differ about global issues and exploring the reasons for different perspectives (for example, reasons for varying views on issues such as climate change, coal seam mining, or aid to a country of the Asia region; different world views of environmentalists) (AC9HS6S06_E6)</p> <p>discussing issues where there are, or were, a range of views and proposing reasons for different perspectives (for example, different opinions about the deportation of South Sea Islanders from 1901, the vote for women, how to manage an environment more sustainably) (AC9HS6S06_E7)</p> <p>exploring historic sources to identify the views of a range of stakeholders affected by Federation and citizenship rights (for example, women, children, men without property, or South Sea Islanders) (AC9HS6S06_E8)</p> <p>critiquing points of view about a sustainability issue (for example, considering producers’ and consumers’ views on the sustainable use of resources) (AC9HS6S06_E9)</p>

	interpret information and data displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (AC9HS6S07)	examining sources to identify the causes, effects and significance of past events, developments and achievements in bringing about change (for example, the causes, effects and significance of the struggles for democratic rights such as the Wave Hill walk-off, the Wik decision; of technological advancements such as the advent of television, the internet and the bionic ear; of health policies) (AC9HS6S07_E6)
		using graphic organisers, maps and concept maps to identify patterns (for example, patterns of settlement in regional agricultural areas), trends (for example, changes in Australian immigration statistics) and cause-effect relationships (for example, relationships between war and the movement of refugees, the correlation of low income and poor health, the effects of consumer decisions on the individual, the broader community and on environmental sustainability) (AC9HS6S07_E7)
		interpreting graphic representations and making inferences about patterns and/or distributions (for example, proposing the possible impacts of human activity from an analysis of food webs; reflecting on electoral representation after viewing a plan of the seats held in upper and lower houses of parliament) (AC9HS6S07_E8)
		comparing spatial and statistical distributions in thematic maps, choropleth maps and tables to identify patterns and relationships (for example, patterns in per capita income of countries from the Asia region; the increasing cultural diversity of present-day Australia; relationships between human settlement and the changing environment) (AC9HS6S07_E9)
		identifying possible relationships by comparing places similar in one major characteristic but different in others (for example, by comparing places with similar climates but with different cultures as a means of identifying the relative influences of climate and culture) (AC9HS6S07_E10)
	analyse and evaluate information and data in relation to the questions posed (AC9HS6S08)	evaluating and connecting information from various sources to defend a position (for example, the responsibilities associated with Australian citizenship, the right to build in a place, why a person is considered significant) (AC9HS6S08_E6)
		contemplating attitudes and actions of the past that now seem strange and unacceptable and imagining what aspects of current society may be viewed in this way in the future (AC9HS6S08_E7)
		proposing reasons why socially sustainable practices such as negotiation, arbitration and Reconciliation and cultural mediation resolve issues peacefully (AC9HS6S08_E8)

Concluding and decision-making		using analysis and evaluation of multiple primary and secondary sources that consider differing information to develop evidence (AC9HS6S08_E9)
	develop evidence-based conclusions (AC9HS6S09)	identifying valid evidence that can be used to form a conclusion and considering the difference between a conclusion based on evidence and one based on personal preference, or one that is based on use of limited sources (AC9HS6S09_E5)
		drawing conclusions based on identified evidence (for example, using census data to construct arguments for and against migration; business council information to identify the ways different businesses provide goods and services to a community) (AC9HS6S09_E6)
		drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence (AC9HS6S09_E7)
	work individually and in groups to generate possible responses to issues and challenges and use criteria to assess the probable advantages and disadvantages of preferring one response over others (AC9HS6S10)	planning a project, campaign or enterprise around an identified challenge with specification of the sequence of tasks and activities, responsibilities and deadlines (AC9HS6S10_E11)
		participating collaboratively on committees, in an enterprise or a simulated parliament taking responsibility for respectful interactions with others (AC9HS6S10_E12)
		applying enterprising behaviours (for example, taking on a leadership role in a project, working with others to make decisions) (AC9HS6S10_E13)
		brainstorming solutions to an issue that is significant to a group and using negotiation to reach consensus on a preferred approach to resolving the issue (AC9HS6S10_E14)
		relating the decisions made by individuals and organisations to criteria used to evaluate options (for example, the criteria for Australian of the Year, for the award of the Order of Australia, for the selection of a school captain) (AC9HS6S10_E15)
		examining the trade-offs they might consider when developing criteria for evaluating choices (for example, considering the implications of choosing one leisure activity over another or the decisions surrounding the purchase of a phone) (AC9HS6S10_E16)
determining a preferred option for action by identifying the advantages and disadvantages of different proposals, surveying people's views and opinions, analysing the data, and debating and voting on alternatives (AC9HS6S10_E17)		

Communicating	propose personal and/or collective actions in response to an issue or challenge that predict and consider the probable effects (AC9HS6S11)	applying what they have learnt in relation to an issue to identify problems that might be experienced when taking action to address the issue (AC9HS6S11_E6)
		collecting evidence to build a case for action that takes account of alternative views, minimises risks and mitigates any negative outcomes (AC9HS6S11_E7)
		suggesting a course of action on an issue that is significant to them and describing how different groups could respond (AC9HS6S11_E8)
		identifying the benefits of active and informed citizenship, including the significance of understanding cultural diversity (AC9HS6S11_E9)
		identifying the possible effects of decisions that have been made about an economic or business issue (AC9HS6S11_E10)
		identifying intercultural experiences and how this may affect future cultural interactions (AC9HS6S11_E11)
	present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (AC9HS6S12)	composing informative and expository texts, supported by evidence, to describe conclusions from their economic, civic, historical and geographical inquiries (AC9HS6S12_E5)
		developing persuasive texts such as arguments for a debate, an essay or an opinion piece, citing sources to justify reasoning (AC9HS6S12_E6)
		creating narrative accounts and recounts (for example, a digital multimedia story that records migrant experiences) based on information identified from a range of sources and referring to real people and events (AC9HS6S12_E7)
		describing the relative location of places and their features in Australia and in selected countries of the Asia region, when investigating and making connections (AC9HS6S12_E8)
	selecting and applying appropriate media and strategies to suit and enhance their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes (AC9HS6S12_E9)	

using accurate and subject-appropriate terms (for example, historical terms such as 'nation', 'democracy', 'federation', 'empire', 'immigration', 'deportation', 'suffrage', 'enfranchisement', 'heritage', 'diversity', 'contribution', 'achievement', 'significance', 'development', 'rural', 'urban', 'bias', 'stereotype', 'perspective', geographical terms such as 'relative location', 'scale', 'cultural diversity', 'inequality', 'interconnections', civics and citizenship terms such as 'Westminster system', 'courts', 'laws', 'regulations,' and economics and business terms such as 'consumer', 'producer', 'goods', 'services')
(AC9HS6S12_E10)

HISTORY YEARS 7–10

Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

History, as a discipline, has its own methods and procedures that 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 Australian Curriculum: History 7–10 takes a world history approach within which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Australian First Nations Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding are essential for informed and active participation in Australia's diverse society and in creating rewarding personal and collective futures.

Aims

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, including evidence, perspectives, interpretations, continuity and change, cause and effect, and significance
- capacity to undertake historical inquiry, including skills for asking historical questions, sequencing chronology, analysis and use of sources and communicating a historical explanation about the past.

Organisation of the learning area

Content structure

The Australian Curriculum: History is presented in year levels for knowledge and understanding and bands for skills from Year 7 to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Each year level includes example inquiry questions that can be used or adapted to focus the development of students' historical knowledge and understandings and historical skills.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. In History, the knowledge and understanding content descriptions are presented in year levels and the skills are presented in bands. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a range of examples.

Strands and sub-strands

The Australian Curriculum: History is organised under two interrelated strands:

- Historical knowledge and understanding
- Historical skills.

Under each strand, curriculum content is further organised into sub-strands.

The two strands are interrelated and should be programmed and taught in an integrated way. The content descriptions of the two strands have been written so that at each year this integration is possible. The Historical knowledge and understanding strand provides the contexts through which Historical skills and the core concepts are developed in increasing complexity across Years 7 to 10.

Historical knowledge and understanding strand

This strand includes a range of scales from local to world history. It outlines 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.

The content of this strand is organised in sub-strands as follows:

- The first sub-strand in each year level is an overview that identifies the important features of the historical period at the relevant year.
- Two or more subsequent sub-strands focus on a particular society, event, movement or development and are to be studied in-depth.

It is expected that in each year level students will be taught the content from the overview sub-strand and one of the topics in at least two other sub-strands including Deep time history of Australia in Year 7, World War I in Year 9, and World War II and Rights and freedoms in Year 10.

Historical skills strand

This strand promotes the following skills of historical thinking:

- **Asking historical questions** – Identifying, selecting and using a range of different kinds of questions about the past and/or to inform historical inquiry
- **Sequencing chronology** – Arranging events, ideas, people and developments in order of time to observe and explain patterns of continuity and change and cause and effect
- **Using historical sources as evidence** – Constructing arguments about the past by drawing on a variety of perspectives and interpretations
- **Identifying continuity and change** – Observing patterns of continuity and change in events, ideas, people and developments, identifying turning points that contribute to change and describing the varying pace, direction of change and the extent of continuity and change
- **Analysing causes and effects** – Identifying multiple long- and short-term intended and unintended causes and effects of events by sequencing events, ideas, people and developments and links between them
- **Evaluating historical significance** – Using questions and/or evaluative criteria to assign importance to an issue, event, development, person, place, process, interaction or system over time and place

- **Communicating** – Communicating a historical interpretation and argument about the past using knowledge, sources of evidence and historical concepts.

Within this strand there is an increasing emphasis on historical interpretation and the use of historical sources as evidence. Historical skills are described in two-year bands of schooling.

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn in order to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

The core concepts for History are:

- **Evidence** – The information obtained from primary and secondary sources that is valuable for a particular narrative and/or inquiry to support a hypothesis or to prove or disprove a conclusion
- **Perspectives** – Historical perspectives are the point of view, beliefs, values and experiences from individuals and groups at the time
- **Interpretations** – Contestable explanations of the past about a specific person, event or development, typically as a result of a disciplined inquiry made by historians
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and /or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past)
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development
- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.

See Figure 2.



Figure 2: Core concepts for History

Curriculum elements

Year 7

Level description

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) and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Egypt, Greece, Rome, India and China.

In Year 7 it is expected that students will study at least two societies, with one of those being early First Nations Peoples of Australia.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' historical knowledge, understandings and skills.

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the features of societies of early First Nations Peoples of Australia?
- What emerged as the defining features and achievements of ancient societies?
- What have been the significant legacies of ancient civilisations?

Achievement standard

By the end of Year 7, students explain the historical significance of the Ancient past and the histories of Ancient First Nations Peoples of Australia. They sequence and identify the significant periods, events and societies. Students describe the causes and effects of events and developments over time. They observe and identify patterns of continuity and change over time. Students use criteria to evaluate historical significance.

Students develop questions about the past. They select, locate and compare a variety of archaeological and historical sources. Students identify the origin, content, context and purpose for use as evidence. They distinguish between fact and opinion in sources. Students describe different perspectives of people who lived at the time. They identify different historians' interpretations of the past and suggest reasons for different points of view. Students develop and communicate an historical explanation of the past using knowledge, relevant evidence and historical thinking concepts.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
<p>Knowledge and understanding</p> <p>Overview of the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India and China) and early Australia</p>	<p>contested theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia (AC9HH7K01)</p>	<p>identifying different theories regarding human evolution such as the Out of Africa Theory and the Modern Theory of Evolution (AC9HH7K01_E1)</p> <p>describing how environmental changes, such as climate change and desertification, triggered the movement of peoples from Africa (AC9HH7K01_E2)</p> <p>identifying how different approaches such as the use of excavation and stratigraphy, oral history and the use of data derived from radiocarbon dating, informs historical interpretations (AC9HH7K01_E3)</p>
	<p>different representations and understandings of time from archaeological, historical and culture perspectives, such as Pleistocene, Holocene and Anthropocene (AC9HH7K02)</p>	<p>identifying the role of terms utilised to describe different periods of time (for example, archaeological terms such as 'Paleolithic', 'Mesolithic', 'Neolithic', 'Stone Age', 'Bronze Age', 'Iron Age'; historical terms such as 'Byzantine period', 'Medieval period', 'Ottoman Empire', 'pre-historic'; and cultural terms such as those related to the impact of The Dreaming on concepts of time or different calendars based on seasons or agricultural practices, including the Gulumoerrgin (Larrakia) seasons calendar in the Northern Territory) (AC9HH7K02_E1)</p>
	<p>the different methods and sources of evidence used by historians and archaeologists to investigate early societies and the importance of archaeology and conserving the remains, material culture and heritage of the past (AC9HH7K03)</p>	<p>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, and common diseases) (AC9HH7K03_E1)</p> <p>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) (AC9HH7K03_E2)</p>
		<p>examining the impact of how modern infrastructure works, such as the Aswan Dam, on sites of ancient significance (AC9HH7K03_E3)</p> <p>explaining the UNESCO-led rescue mission to save the temples of Abu Simbel (AC9HH7K03_E4)</p>

Deep time history of Australia		examining the roles and responsibilities of governments and other bodies, such as UNESCO, in protecting key archaeological sites (AC9HH7K03_E5)
		evaluating the argument for the return of Elgin Marbles to Greece (AC9HH7K03_E6)
		proposing future approaches to protect sites of significance such as the city of Rome, Pompeii, Baalbek (Heliopolis), Theatre of Side and/or Roman Baths in Bath (AC9HH7K03_E7)
		justifying the significance of Mohenjo-dara (India) as a UNESCO World Heritage site (AC9HH7K03_E8)
		investigating world heritage criteria for the listing of significant sites using an example, such as the Great Wall of China or the Mausoleum of the First Qin Emperor (Qin Shi Huang) (AC9HH7K03_E9)
	the causes and effects, and responses of the timing, arrival, and routes taken by early First Nations Peoples of Australia into and throughout Australia (AC9HH7K04)	investigating how genomic testing and other archeological techniques are used to establish the timing of humans to the continent of Australia (AC9HH7K04_E1)
		examining information that identifies time chronologies of early human migrations to entry to Australia (AC9HH7K04_E2)
		investigating how genomic testing and other archeological techniques are used to hypothesise the routes taken such as Timor Island to the Kimberley Coast (AC9HH7K04_E3)
		investigating how genomic testing and other archeological techniques are used to understand migration and dispersal of early First Nations Peoples throughout the Australian continent (AC9HH7K04_E4)
		investigating how the ancestors of the early First Peoples of Australia are recognised as the first seafarers on record and how this is considered as one of the greatest achievements of early humans (AC9HH7K04_E5)
the development of innovative technologies by early First Nations Peoples of Australia, including the earliest known examples, and how they developed in different places and contributed to daily life (AC9HH7K05)	investigating the development and chronologies of significant world first technologies such as ground edge tools, hafted axes, and mill stones (AC9HH7K05_E1)	
	examining the technologically advanced societies of early First Nations Peoples of Australia and their highly sophisticated development of stone tools and stone knapping techniques (AC9HH7K05_E2)	
	identifying specific technology innovations and designs belonging to First Nations Australians language group/s (AC9HH7K05_E3)	

how the First Nations Peoples of Australia are the world's oldest continuing cultures and have responded to change over deep time (AC9HH7K06)	explaining the effects of climate change on movement and settlement patterns across Australia such as rising sea levels, Lake Mungo, land bridge to Tasmania (AC9HH7K06_E1)
	recognising First Nations Australians' cultures as ongoing and dynamic entities that continue to successfully respond and adapt to broad scale environmental shifts as they have done over millennia and continue today such as Sabai Island and Western Cape York (AC9HH7K06_E2)
	exploring how archaeologists gain insights into how early First Nations Australians responded to broad scale climactic shifts throughout the Pleistocene and Holocene through the investigation of important habitation sites such as technologies and diet (AC9HH7K06_E3)
	investigating the intensification debate of early First Peoples of Australia during the Holocene period (AC9HH7K06_E4)
	investigating theories of social organisation changes by early First Nations Australians as responses to environmental change such as increasing aridity (AC9HH7K06_E5)
early First Nations Peoples of Australia's innovative solutions such as sustainable land, water, and resource management (AC9HH7K07)	exploring land management practices developed by early First Nations Peoples of Australia such as fire stick farming (AC9HH7K07_E1)
	exploring sustainable harvesting practices of early First Nations Peoples of Australia such as tidal stone fish traps (AC9HH7K07_E2)
	exploring aquaculture industries developed by early First Nations Peoples of Australia such as eel industries of the Gunditjmara People and the mollusc industries of the Kombumerri People (AC9HH7K07_E3)
	investigating the food storage practices and food preservation techniques of early First Nations Peoples of Australia such as packaging, smoking, fermenting, and caching (AC9HH7K07_E4)
	exploring water management knowledge developed by early First Nations Peoples of Australia such as weirs, irrigation, and water evaporation reduction systems (AC9HH7K07_E5)
	investigating how early First Nations Peoples of Australia managed water in harsh environments such as islands and deserts (AC9HH7K07_E6)
the sophistication and significance of First Nations	exploring kinship systems of First Nations Australians and how these complex systems have changed over time such as in response to social and environmental shifts (AC9HH7K08_E1)

Australians complex societies and cultures, changing social organisation and political and economic systems (AC9HH7K08)	recognising early First Nations Australian social organisation during the Pleistocene and Holocene periods (AC9HH7K08_E2)
	investigating the First Peoples concept of lore and the myriad cultural aspects it encompasses (AC9HH7K08_E3)
	examining trade and land tenure systems and the social and political systems that governed early First Nations Peoples societies such as trade and barter (AC9HH7K08_E4)
	exploring the existence of defined land, sea, sky territories and how these were governed by early First Nations Australians including their tenure, delineation, and permissions such as reciprocal access rights (AC9HH7K08_E5)
	investigating the trade economies that traversed the nation such as ochre and medicine and international trade such as trepang (AC9HH7K08_E6)
the key cultural practices of early First Nations Peoples of Australia and how they contributed to societal development and their continuity and change over time (AC9HH7K09)	investigating the diversity of First Nations Australians ontologies and worldviews (AC9HH7K09_E1)
	recognising cultural practices and rituals of early First Nations Peoples of Australia such as the worlds earliest known example of cremation recorded at the world heritage listed Willandra Lakes region of New South Wales (AC9HH7K09_E2)
	understanding how First Nations Australians have sophisticated social organisation systems such as moieties, totems, and kinship groups (AC9HH7K09_E3)
	examining early First Peoples of Australia kinship systems and skin groups and how they underpin marriage laws and its development and significance during climactic change in areas such as Central Australia during increasing desertification (AC9HH7K09_E4)
	examining rites of passage as important cultural practices of First Nations Australians (AC9HH7K09_E5)
	exploring the antiquity and types of burial practices undertaken by various First Nations Peoples and how these cultural practices have been maintained or changed over time such as the tombstone openings of the Torres Strait Islands and log coffins used by the Yolngu Peoples of Arnhem Land (AC9HH7K09_E6)
the organisation of deep time according to archaeological evidence	identifying cross-cultural views of time, especially First Nations Australians varying perspectives and points of views as it relates to Deep Time, when compared to contemporary European concepts of time (AC9HH7K10_E1)

found and the archaeology of early First Nations Peoples of Australia (AC9HH7K10)	recognising Australian deep time history is positioned around the Pleistocene and Holocene archaeological periods and not European periods such as, stone age, iron age, and bronze age (AC9HH7K10_E2)
	describing how deep time in Australia is measured using geological periods such as Pleistocene, Holocene, and Anthropocene epochs (AC9HH7K10_E3)
	recognising important early First Nations Australians habitation sites (AC9HH7K10_E4)
	investigating dating methods used by Archaeologists (AC9HH7K10_E5)
	investigating the significance of dating First Nations Australian heritage sites across Australia to understanding deep time history (AC9HH7K10_E6)
	discussing how paleoenvironmental evidence shows how environments changed over time (AC9HH7K10_E7)
First Nations Australians cultural sensitivities as they relate to heritage sites of significance, including ancestral remains, material culture and artefacts, and how collaboration with First Nations Australians ensures cultural integrity and protocols are followed (AC9HH7K11)	understanding how the human remains of early First Nations Australians are the ancestors of contemporary First Nations Peoples of Australia today and as such any unauthorized disturbance is taken as a serious breach of cultural protocol (AC9HH7K11_E1)
	exploring how the famous ancestral remains found at Mungo Lake (Willandra Lakes region) illustrates the complex issues of ownership, cultural protocols, research, and repatriation (AC9HH7K11_E2)
	explaining why it is important to ensure there is consultation with multiple stakeholders when conserving culture and heritage sites, such as the collaboration between the traditional owners and researchers in archaeological exploration (AC9HH7K11_E3)
	investigating world heritage criteria for the listing of significant sites such as Budj Bim and Willandra Lakes regions and cultural landscapes (AC9HH7K11_E4)
	proposing future First Nations Australian sites of significance for heritage listing and protection (AC9HH7K11_E5)
examining the role of Museums and galleries in curating, conserving, and showcasing First Nations Australians histories and cultures (AC9HH7K11_E6)	
the revised interpretations and views of Early First	exploring how fixed ideas about cultural evolution have been discredited with time such as hunter gatherer societies being primitive to agricultural societies (AC9HH7K12_E1)

Ancient world 60 000 BCE–c. 650 AD	Nations Peoples of Australia (AC9HH7K12)	exploring how food production or procurement such as agriculture, aquaculture, nomadism, and hunter gatherer/forager societies are influenced by geography (AC9HH7K12_E2)
		challenging notions of primitiveness and backwardness to the absence of key technologies seen in other cultures for example challenging the view that the lack of wheels, pottery, farming, and metallurgy are the defining features of primitive cultures (AC9HH7K12_E3)
		recognising how the oral traditions of early First Nations Australians developed, maintained, and communicated knowledges that sustained societies for over 60,000 years (AC9HH7K12_E4)
	the evidence for the emergence and establishment of ancient civilisations and early societies such as art, iconography, writing tools and pottery (AC9HH7K13)	corroborating historians' interpretations regarding the emergence of Mesopotamian society with archaeological sources (AC9HH7K13_E1)
		describing the difference between cuneiform and hieroglyphics and how historians have utilised these sources of evidence to understand the relevant ancient society (AC9HH7K13_E2)
	significant features of ancient civilisations and early societies, including farming, trade, social classes, religion and the rule of law (AC9HH7K14)	explaining how key features of ancient societies, such as farming, trade, social classes, religion and the rule of law, can be both a cause and effect of a civilisation's development (AC9HH7K14_E1)
	how the physical environment and geographical features influenced the development of the civilization (AC9HH7K15)	<p>Egypt explaining how the River Nile enabled the establishment of ancient Egyptian society in features such as farming (including the role of the inundation), transportation, defence (for example, the cataract fortifications) and in religion, such as Hapi, god of the inundation; Khnum, god of the Nile; and Satet, goddess of Nile floods and cataracts (AC9HH7K15_E1)</p> <p>Greece explaining the role of topography in providing barriers of defence for city-states, such as the surrounding seas, mountain ranges and river system (for example, Axios (Vardar), Strimonas (Struma) and Nestos) (AC9HH7K15_E2)</p>

Rome

explaining the role of the fertile soil of the Po and Tiber river regions in enabling trade through surplus production (AC9HH7K15_E3)

describing methods used by the Romans to manage resources (for example, water supply through aqueducts and plumbing systems) (AC9HH7K15_E4)

India and China

identifying how the environment and harmonious relationships with the natural world was reflected in belief systems such as Hinduism, Buddhism and Jainism (AC9HH7K15_E5)

examining the role of climate in enabling the establishment and expansion of agriculture around the Yellow River and how this supported the ancient society (AC9HH7K15_E6)

describing the impact of topographic features, such as the Himalayas, rivers and seas, on contact with other societies, including trade and warfare (AC9HH7K15_E7)

the features and the organisation of ancient societies, significant groups, their perspectives and their roles in influencing and changing society (AC9HH7K16)

Egypt

explaining the social structure of ancient Egypt, including slaves, farmers, craftsmen, merchants, scribes, soldiers, priests, Viziers, Nomarchs and Pharaoh (AC9HH7K16_E1)

outlining the rights and responsibilities of women in the areas of marriage, family life, work and education, and the depiction of women fulfilling these roles in artwork and funerary texts (AC9HH7K16_E2)

explaining how scribes viewed their role in the maintenance of society, using evidence such as funerary texts and literary works, such as the *Instruction of Amenemope* (AC9HH7K16_E3)

Greece

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) (AC9HH7K16_E4)

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 (AC9HH7K16_E5)

Rome

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) (AC9HH7K16_E6)

analysing material culture and visual primary sources depicting the role of social structure (for example, the roles of patricians, plebeians, women and slaves) to understand the lived experience of republicanism in Rome (AC9HH7K16_E7)

India and China

explaining how society was organised and shaped through the social hierarchy, including the role of Brahmins (priests, teachers), Kshatriyas (kings, warriors), Vaishyas (merchants, artisans) and Shudras (labourers, peasants) (AC9HH7K16_E8)

describing the role of women in shaping ancient society, such as in areas of marriage, family life, work and education (AC9HH7K16_E9)

outlining the rights and responsibilities of the Shi class (AC9HH7K16_E10)

the key beliefs, values, places and practices of the ancient society, with a particular emphasis on their significance to the development of the society of at least one of the following areas: everyday life, warfare, or death and funerary customs (AC9HH7K17)

Egypt

investigating beliefs associated with death and funerary customs (for example, belief in an afterlife) and practices (for example, burial in tombs and techniques of mummification) (AC9HH7K17_E1)

describing how the prominence of gods and goddesses changed based on locality (AC9HH7K17_E2)

Greece

describing the role of the Delphic Oracle in informing decision-making regarding future warfare (AC9HH7K17_E3)

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) (AC9HH7K17_E4)

Rome

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) (AC9HH7K17_E5)

India

developing criteria to evaluate the significant beliefs, values and practices of Indian society associated with, for example, the role of the family and religious ceremonies, such as rites of passage for boys and men, rites of passage for girls and women and marriage rites (AC9HH7K17_E6)

formulating questions to analyse how Vedism and later Brahmanism shaped death and funerary customs (AC9HH7K17_E7)

China

identifying how the idea of the Mandate of Heaven assisted people in understanding and justifying periods of warfare (AC9HH7K17_E8)

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) (AC9HH7K17_E9)

significant events or turning points in the ancient society and its contribution to continuity and change (AC9HH7K18)

Egypt

utilising historians' interpretations to interrogate the impact of repeated poor Nile inundations as a cause of the First Intermediate Period (AC9HH7K18_E1)

Greece and Rome

sequencing key events, such as the creation of the Greek alphabet, the first Olympics, the Rise of the Tyrants, Draco's Code of Law, introduction of coinage and the introduction of democracy, to identify elements of continuity and change (AC9HH7K18_E2)

observing the patterns of change that resulted from periods of warfare, such as the Pyrrhic War, Punic Wars, Macedonian Wars and/or Great Roman Civil War (AC9HH7K18_E3)

developing questions to evaluate the extent to which an interaction such as contact with the Persians and/or trade with the Romans can be considered a catalyst for change (AC9HH7K18_E4)

India
describing the short- and long-term impact of the Warring States Period (481–221 BC), such as the weakening of the Zhou Dynasty, system of feudal states and multiple claims to the Mandate of Heaven (AC9HH7K18_E5)

the causes and effects of 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 (AC9HH7K19)

Egypt
analysing the cause and effects of the rise and expansion of the Egyptian Empire (AC9HH7K19_E1)

explaining the nature of contact with other societies (for example, trade with Cyprus, Crete and Greece) and conflict (for example, the Battle of Kadesh in the New Kingdom that concluded with Ramses II's peace treaty with the Hittites) (AC9HH7K19_E2)

Greece
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) (AC9HH7K19_E3)

identifying the short-term triggers of a conflict, such as the Peloponnesian war (AC9HH7K19_E4)

Rome
explaining the causes of the fall of the Roman Republic and the rise of the Roman Empire (AC9HH7K19_E5)

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)) (AC9HH7K19_E6)

comparing 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) (AC9HH7K19_E7)

India
analysing the long-term causes of the rise of the Mauryan Empire and the spread of Mauryan philosophies and beliefs (AC9HH7K19_E8)

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 (AC9HH7K19_E9)

China

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) (AC9HH7K19_E10)

describing indirect contact and interactions between the Roman Empire and the Han Dynasty (AC9HH7K19_E11)

the role and achievements of a significant individual or group in an ancient society (AC9HH7K20)

Egypt

evaluating the significance of Rameses II, including military victories, expansion of the Egyptian empire and architectural endeavours (AC9HH7K20_E1)

examining the historical context, early life and achievements of a significant historical figure from ancient Egypt, such as Hatshepsut and Akhenaten, and how they were perceived by their contemporaries (AC9HH7K20_E2)

Greece

formulating questions to establish the significance of key individuals such as, Homer (800–701 BC), Draco (seventh century BC), Socrates (470–399 BC), Aspasia (470–400 BC), Plato (428–348 BC), Aristotle (384–322 BC), Archimedes (287–212 BC), Hippocrates (460–370 BC), Alexander the Great (336–323 BC), and/or Pericles (AC9HH7K20_E3) (495–429 BC) (AC9HH7K20_E3)

examining the historical context, early life and achievements of a significant historical figure, such as Leonidas or Pericles from ancient Greece, and how they were perceived by their contemporaries (AC9HH7K20_E4)

Rome

describing the importance of a key group such as patricians, plebians, women or slaves in the maintenance of the Roman empire (AC9HH7K20_E5)

examining the historical context, early life and achievements of a significant historical figure such as Julius Caesar or Augustus, and how they were perceived by their contemporaries (AC9HH7K20_E6)

		<p>India examining the historical context, early life and achievements of key individuals such as Chandragupta Maurya and/or Ashoka (AC9HH7K20_E7)</p>
		<p>China describing the social, political and cultural impact of Confucius on ancient Chinese society (AC9HH7K20_E8)</p>
		<p>examining the historical context, early life and achievements of a significant historical figure such as Confucius or Qin Shi Huang from China in this period, and how they were perceived by their contemporaries (AC9HH7K20_E9)</p>
	<p>interpretations and contested histories of the ancient society and/or an individual and their significant legacies (AC9HH7K21)</p>	<p>Egypt generating alternative explanations for the building of the pyramids at Giza (AC9HH7K21_E1)</p>
		<p>comparing past archaeological techniques used by a prominent archaeologist, such as Howard Carter, with modern approaches (AC9HH7K21_E2)</p>
		<p>Greece analysing the competing views on the Trojan War (1250 BC) as a factual event (AC9HH7K21_E3)</p> <p>investigating a site, such as the Acropolis, Agora of Athens, Delos, Delphi Archaeological Site and/or Olympia, and explaining how historians' understanding of the site have changed over time (AC9HH7K21_E4)</p>
		<p>Rome describing the various methods used to examine a site of significance, such as the Colosseum, Herculaneum, Pompeii and/or Roman Forum (AC9HH7K21_E5)</p>
		<p>analysing the impact of Nero's reign on the city of Rome (AC9HH7K21_E6)</p> <p>India explaining how archaeologists identify the social, political and economic features of sites, such as the city of Lothal and/or Sanchi (AC9HH7K21_E7)</p>
		<p>China identifying how ancient festivals such as the Spring Festival (Lunar New Year) and Mid-Autumn Festival (Moon Festival) are still celebrated (AC9HH7K21_E8)</p>

		analysing historians' interpretations on the importance of Qin Shin Huang in unifying ancient China (AC9HH7K21_E9)
		identifying how ancient religious beliefs and cultural practices are incorporated into modern Australian life (AC9HH7K21_E10)
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills	Asking historical questions	identify a range of questions about the past and/or to inform a historical inquiry (AC9HH8S01)
		developing questions to investigate complex historical contexts and themes evident in societies (AC9HH8S01_E1)
		establishing the meaning of different instructional terms such as what, where, when, why and how (AC9HH8S01_E2)
		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?' (AC9HH8S01_E3)
		designing questions using historical concepts such as cause, effect, change, continuity, perspectives, interpretations and significance (AC9HH8S01_E4)
	Sequencing chronology	sequence significant events in chronological order to identify patterns, describe causes and effects and/or continuities and changes (AC9HH8S02)
		placing events in order using timelines to identify causes and effects (AC9HH8S02_E1)
		identifying gaps in timelines or narratives and explaining possible reasons (AC9HH8S02_E2)
		using terms such as 'BC' (Before Christ), 'AD' (Anno Domini), 'BCE' (Before Common Era), 'CE' (Common Era), 'BP' (Before Present), 'prehistory' (before the period of textual recording) and 'history' (the period beginning with named individuals and textual recording) (AC9HH8S02_E3)
		organising a range of primary sources and/or perspectives in chronological order to support the development of a historical argument about effects or changes (AC9HH8S02_E4)

Using historical sources as evidence

Using historical sources as evidence	identify and locate relevant primary and secondary sources used in a historical inquiry, including archaeological and written sources of evidence (AC9HH8S03)	identifying categories to sort primary and secondary sources, such as scrolls, coins, artwork, human remains, primary perspectives and/or historical interpretations (AC9HH8S03_E1)
		analysing multiple sources of evidence to corroborate understanding of the role of a group such as nobility, priests, scribes, women, farmers and/or soldiers (including mercenaries from Nubia in ancient Egyptian society) (AC9HH8S03_E2)
		listing a range of sources (both archaeological and written) required in a historical investigation into the Warring States era China (AC9HH8S03_E3)
		differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations) (AC9HH8S03_E4)
	identify the origin, content, context and purpose of primary and secondary sources (AC9HH8S04)	differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations) and explaining the impact of this difference on the validity of the source (AC9HH8S04_E1)
		responding to questions such as ‘Who wrote/produced this?’ ‘When?’ ‘Why?’ ‘What does it show about the past?’ about photographs, artefacts, stories, buildings and other sources to explain the past (AC9HH8S04_E2)
		identifying and explaining the origin, content features and purpose of different sources, in understanding the impact and legacy of a key individual such as Leonidas (King of Sparta), Pericles and/or Alexander the Great (AC9HH8S04_E3)
		identifying key details of the Great Fire of Rome (64 AD) using sources of information such as Tacitus and Suetonius (AC9HH8S04_E4)
		discussing the difficulties in identifying the origin and purpose of some sources (for example, the Kimberley Bradshaw paintings) (AC9HH8S04_E5)
	corroborate primary and secondary sources and ask questions about their accuracy and usefulness to draw conclusions and use as evidence (AC9HH8S05)	identifying information within a source that can be used as evidence to support an interpretation (AC9HH8S05_E1)
		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 (AC9HH8S05_E2)
		distinguishing between a fact (for example, ‘Some gladiators wore helmets’) and an opinion (for example, ‘All gladiators were brave’) (AC9HH8S05_E3)

		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) and common diseases) (AC9HH8S05_E4)
		explaining the challenges of translation and intercultural understanding when interrogating sources of evidence such as the inscriptions of Asoka and other edicts carved in stone and contained in religious literature, such as the Vedas and epics of the Ramayana and Mahabharata (AC9HH8S05_E5)
	describe different perspectives (points of view, attitudes and values) and interpretations of the past to use as evidence (AC9HH8S06)	identifying that while evidence may be limited for a particular group of people (for example, women, slaves, peoples living in newly conquered areas, ethnic groups), such evidence can provide useful insights into the power structures of a society (AC9HH8S06_E1)
		identifying the possible meaning of images and symbols in primary sources, such as funerary texts or religious manuscripts (AC9HH8S06_E2)
		identifying the perspective in a historical source, such as the saying of Confucius, 'Women and underlings are especially difficult to handle', and discussing the values and attitudes of the society that produced it (AC9HH8S06_E3)
Analysing causes and effects	explain the causes and effects of significant events that caused change and/or a decline over the period (AC9HH8S07)	explaining the difference between long-term causes and short-term triggers (AC9HH8S07_E1)
		using a range of evidence to explain short-term triggers and/or turning points of the decline of a civilisation or empire such as failing economy, political upheaval and/or foreign invasion or conflict (AC9HH8S07_E2)
Identifying continuity and change	identify and explain patterns of continuity and change to the way of life in the Ancient and/or Middle Ages (AC9HH8S08)	distinguishing between the term 'change' and the term 'continuity' (AC9HH8S08_E1)
		using historical sources to list the changes to early societies (AC9HH8S08_E2)
		organising changes of everyday life into conditional factors (for example, social, political, economic and/or cultural) and/or rank them according to the significance of the change (AC9HH8S08_E3)
		using a timeline to observe and identify patterns of changes or continuities in a society (AC9HH8S08_E4)

Evaluating historical significance	use criteria to evaluate historical significance (AC9HH8S09)	asking questions on how to assess what makes an event or individual historically significant, such as 'What makes this individual, development or achievement significant?', 'Who decides historical significance?' (AC9HH8S09_E1)
	evaluate the role and achievement of a significant individual, event, site, development and/or cultural achievements (AC9HH8S10)	using questions to explore historical significance of an event such as 'How significant was it to people who lived at that time?', 'How many people were affected?', 'To what extent were people's lives changed?', 'How long-lasting were the consequences?', 'How can the consequences still be felt today?' and 'What is its legacy?' (AC9HH8S10_E1)
		outlining the significance of a past event or key individual, providing reasons for that events or persons' significance with relevant sources of evidence (AC9HH8S10_E2)
		ranking individuals, their achievements and events in order of significance and justifying choices (AC9HH8S10_E3)
Communicating	use a range of communication forms to develop an explanation of the Ancient and/or Middle Ages using evidence from a range of primary and secondary sources (AC9HH8S11)	describing the social structure of the society, using evidence from sources such as artwork and written accounts (AC9HH8S11_E1)
		developing a historical argument that responds to the set parameters of a task utilising a range of historical concepts, vocabulary and evidence in their response (AC9HH8S11_E2)
		selecting and organising evidence around a historical concept such as causation (AC9HH8S11_E3)
		outlining the significance of a past event, providing reasons for the event and referring to relevant evidence (AC9HH8S11_E4)
		deciding which communication form is most appropriate (AC9HH8S11_E5)

Year 8

Level description

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 AD (CE)). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

In Year 8 it is expected that students will study at least one topic from within the Western and Islamic world sub-strand, and at least one topic from The Asia-Pacific world sub-strand or Expanding contacts sub-strand in depth.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' historical knowledge, understandings and skills.

- 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?
- What were the perspectives of people from the time?
- Which significant people, groups and ideas from this period have influenced the world today?
- How and why have historians interpreted this period differently?

Achievement standard

By the end of Year 8, students analyse the historical significance of the Middle Ages and/or early global exploration. They sequence and describe the major periods, events, societies and developments. They explain the causes and effects of events and developments. Students identify and explain patterns of continuity and the extent of change in the daily life of societies. They select and apply criteria to evaluate historical significance.

Students develop different types of questions about the past. They select, organise and describe a variety of historical sources. Students identify their origin and content of sources and explain their context and purpose for use as evidence. They distinguish between fact, perspective, opinion and interpretation. Students describe different perspectives of the past and identify the motives and actions of people at the time. They explain different historians' interpretations of the past and describe reasons for different points of view. Students develop and communicate a historical explanation of the past using knowledge, relevant evidence and historical thinking concepts.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding Overview of the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca)	the significant events from the ancient world to the modern world including the transformation of the Roman world and the spread of Christianity and Islam (AC9HH8K01)	evaluating the significance of key events that have shaped modern day life, such as religious holidays and political systems (for example, the expansion of the Ottoman Empire, the Magna Carta and the Westminster system) (AC9HH8K01_E1)
	the features of the medieval world such as feudalism, trade routes, voyages of discovery, contact and conflict and their significance in causing change (AC9HH8K02)	describing the interrelationship between commerce and key features of the medieval world, such as feudalism, territorial expansion and conflict with other peoples (AC9HH8K02_E1)
	the emergence of ideas about the world such as the Renaissance, the Scientific Revolution and the Enlightenment, and the place of significant individuals and people in it that caused change (AC9HH8K03)	analysing the role of empirical thought in causing the Scientific Revolution (AC9HH8K03_E1) analysing the ideas that caused the Renaissance such as humanism, Christian and Islamic ideology, and ancient Greek and Roman philosophies and texts (AC9HH8K03_E2) describing the importance of key thinkers such as Galileo Galilei, Johannes Kepler, Francis Bacon, Thomas Hobbes, Rene Descartes, Francois-Marie Arouet, Voltaire, John Locke, Isaac Newton and/or Immanuel Kant (AC9HH8K03_E3)

the significant social, cultural, economic, environmental and/or political continuities and changes in the way of life and the roles and relationships of different groups in the society (AC9HH8K04)

Vikings

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) (AC9HH8K04_E1)

explaining how the environment of Viking lands in Scandinavia influenced society (AC9HH8K04_E2)

Medieval Europe

describing the structure of feudal society (for example, the role and responsibilities of the king, nobles, church, knights and peasants) (AC9HH8K04_E3)

explaining continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (AC9HH8K04_E4)

Ottoman Empire

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) (AC9HH8K04_E5)

using a selection of primary sources to track changes in the way of life in the Ottoman Empire across time or across locations (AC9HH8K04_E6)

Renaissance Italy

identifying the similarities and differences of daily life between the *popolo minuto* and *popolo grasso* (AC9HH8K04_E7)

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) (AC9HH8K04_E8)

Asia-Pacific - Angkor/Khmer Empire and Japan under the Shoguns

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) (AC9HH8K04_E9)

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) (AC9HH8K04_E10)

analysing how the relationship between the different social classes, such as the emperor, shogun, daimyo, samurai and workers, promoted social and cultural continuity (AC9HH8K04_E11)

Polynesia

describing the way of life in one Polynesian society, including the social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (AC9HH8K04_E12)

investigating the way of life of Easter Island (Rapa Nui) society (for example, fishing by the men; links between the household and the extended clan through the exchange of goods, wives, and labour; the use of stone tools) (AC9HH8K04_E13)

Mongol Empire

describing the nomadic nature of Mongol life and how it enabled the rise of Temujin (Genghis Khan), who united all Mongol tribes in 1206 AD (CE) (AC9HH8K04_E14)

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; housing – yurts) (AC9HH8K04_E15)

Black Death

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) (AC9HH8K04_E16)

South America

describing pre-Columbian life in the Americas, including 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 (AC9HH8K04_E17)

the causes and effects of a significant development, event, turning point or challenge that contributed to continuity and change in the society (AC9HH8K05)

Vikings

outlining the key role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the impact of the adoption of Christianity during the Viking period (AC9HH8K05_E1)

explaining the significance of the construction of longboats and their role in exploration, including innovations in keel and sail design (AC9HH8K05_E2)

identifying and analysing evidence of Viking trade between Russia (Kiev) and the east (through Constantinople) (AC9HH8K05_E3)

describing Viking craft with particular emphasis on the production of weapons and armour (for example, swords, battle axes and helmets) and the effectiveness of these in battle (AC9HH8K05_E4)

explaining the triggers of declining Viking power such as the Battle of Stamford Bridge, treaty of Saint-Clair-sur-Epte, new colonies, changing climate and/or the spread of Christianity (AC9HH8K05_E5)

Medieval Europe

evaluating the significance of the effects of the Avignon Papacy (1309–1376) (AC9HH8K05_E6)

recognising that the medieval manuscripts of monastic scribes contributed to the survival of many ancient Greek and Roman literary texts (AC9HH8K05_E7)

examining the nature of illuminated manuscripts and how they were the product of a complex and frequently costly process that reflected the power of the Church (AC9HH8K05_E8)

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 (AC9HH8K05_E9)

describing the impact of the Magna Carta on different social groups such as the nobility, religious orders, merchants, workers/craftsmen, peasants and women (AC9HH8K05_E10)

Ottoman Empire

explaining the role of warfare in expanding Ottoman territory, such as the sieges of Bursa (1317–1326 CE) and Nicaea (1328–1331 CE) (AC9HH8K05_E11)

describing Ottoman art and architecture (for example, the Selimiye Mosque in the city of Edirne in Turkey, and Islamic geometric design) (AC9HH8K05_E12)

outlining inventions and developments in the Islamic world (for example, the astrolabe, public hospitals and libraries and their subsequent adoption in the Western world) (AC9HH8K05_E13)

explaining the impact of the Crusades in challenging the Ottoman Empire and their responses to the challenge (AC9HH8K05_E14)

analysing a range of primary sources to understand the impact of the Battle of Vienna (1683) on Ottoman supremacy (AC9HH8K05_E15)

Renaissance

describing the significance of double-entry bookkeeping, as seen in the *Messari* accounts of the Republic of Genoa in 1340 CE, in accelerating the production of wealth and patronage (AC9HH8K05_E16)

investigating learning in the Renaissance period (for example, humanism and the influence of ancient Greece and Rome) and analysing the symbolic representation of this learning in architecture, artworks and inventions from individuals such as Brunelleschi, Copernicus, Donatello, da Vinci, Michelangelo and Titian (AC9HH8K05_E17)

explaining why the *catasto* of 1427 was introduced in Florence following the end of war with the Duchy of Milan (AC9HH8K05_E18)

identifying a range of primary sources such as artwork, music, literature, architecture, correspondence and diaries, that demonstrate the spread of the Renaissance across Europe (AC9HH8K05_E19)

Asia-Pacific - Angkor/Khmer Empire

exploring theories about the decline of the Khmer civilisation (for example, the development of an unstable climate such as drought and monsoons; the rise of Theravada Buddhism; the breakdown of Angkor's water management system) (AC9HH8K05_E20)

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 (AC9HH8K05_E21)

explaining the significance of the archaeological site of Angkor Wat as a demonstration of the empire's power (AC9HH8K05_E22)

explaining how archaeologists and paleo-environmentalists have established the prevalence of droughts in the 14th–15th centuries and the impact of these droughts on the empire (AC9HH8K05_E23)

Asia-Pacific - Japan under the Shoguns

explaining reasons for Japan's closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry's visit in 1853 (AC9HH8K05_E24)

explaining the continuity of Shogunate power in areas such as trade, resource use and social classes (AC9HH8K05_E25)

outlining the reasons for attempts by the Tokugawa Shogunate to curb deforestation, such as imposing heavy regulations on farmers, managing the harvesting of trees, and using new, lighter and more efficient construction techniques (AC9HH8K05_E26)

explaining the role of the daimyo in contributing to the end of the Ashikaga shogunate (AC9HH8K05_E27)

Polynesia

outlining different theories about the expansion (for example, west–east and east–west movements of settling peoples, and/or the expansion as accidental versus intentional) (AC9HH8K05_E28)

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) (AC9HH8K05_E29)

explaining the significance of Rahui as a way of prohibiting the collection of resources to ensure their sustainability as a response to the decline and extinction of animals such as the moa (AC9HH8K05_E30)

explaining how environmental challenges were overcome on different islands to make settlement possible (for example, the practice of aquaculture in Nauru and/or agricultural practices in Hawai'i) (AC9HH8K05_E31)

Mongol Empire

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) (AC9HH8K05_E32)

outlining Genghis Khan's use of decimal organisation in his army and his policies for governing his empire, including codifying laws, banning the killing of animals in the breeding season, supporting religious freedom and expanding trade (AC9HH8K05_E33)

analysing the effects of Mongol expansion including life in China before, during and after the Mongol conquest (AC9HH8K05_E34)

Black Death

analysing the impact of the Black Death on the Mongol empire in categories such as social, political, economic and cultural (AC9HH8K05_E35)

explaining the changing relations between Islam and the West, including the Crusades and trade (AC9HH8K05_E36)

investigating the effects of the Black Death in a city such as Alexandria, Tripoli, Cathage, Damascus and/or Rome (for example, labour shortages, peasant uprisings, the weakening of feudal structures, increased social mobility, and challenges to leading religious ideas and power) (AC9HH8K05_E37)

describing the chronology of the spread of disease from Central Asia to Crimea and then throughout the Mediterranean (AC9HH8K05_E38)

interpreting the effect of the Black Death on local, regional and global population growth through the use of graphs (AC9HH8K05_E39)

using studies of church records from the period to identify the effect of the Black Death on human populations, considering the reliability of these statistics and explaining the impact of the population change in areas such as farming, commerce, culture and religion (AC9HH8K05_E40)

comparing the impact of the Black Death on societies such as those in England and Egypt (AC9HH8K05_E41)

South America

explaining the arrival of Spanish conquistadores in Mexico and Peru from 1510 AD/CE (Balboa) to 1531 (Pizarro), and their reasons (for example, seeking wealth, claiming land for their king, converting the local populations to Christianity, sense of adventure) (AC9HH8K05_E42)

analysing the significance of Alexander VI's papal decrees of 1493 in legalising Spanish territorial expansion and claims in the Americas (AC9HH8K05_E43)

outlining the effects of Spanish conquest on the Americas, such as spread of disease, introduction of crops to Europe (for example, maize, beans, tobacco, chocolate and potatoes), the Encomienda system and mining (AC9HH8K05_E44)

explaining the longer-term effects of conquest and colonisation on the indigenous populations of the Americas, such as the unequal distribution of land and wealth, slavery, political inequality, and supremacy of Spanish culture and language over conquered territories (AC9HH8K05_E45)

the experiences and perspectives of rulers and of subject peoples and the interaction between power and/or authority in the society (AC9HH8K06)

Vikings

explaining the attacks on monasteries (for example, Lindisfarne (793 AD/CE) and Iona (795 AD/CE)) and reviewing the written accounts by monks that contributed to the Vikings' reputation for pillage and violence (AC9HH8K06_E1)

explaining the survival of a heroic Iron Age society in Early Medieval Ireland, as described in the vernacular epics, and its transformation by the spread of Christianity, the influence of the Vikings and the Anglo-Norman conquest (AC9HH8K06_E2)

investigating the remains of Viking settlements such as Dublin (Ireland) and Jorvik (York) (AC9HH8K06_E3)

Medieval Europe

explaining the reasons for different punishments for different groups of people such as trial by combat as a privilege granted to the nobility, ducking stools as a punishment for women and the use of punishment as a deterrent (AC9HH8K06_E4)

identifying continuity in the violent nature of crime and punishment as a form of social control (AC9HH8K06_E5)

Ottoman Empire

outlining the millet system that regarded non-Muslim people as subjects but as not being subject to Muslim law (AC9HH8K06_E6)

explaining the tolerance of the Ottomans towards Christians and Jews (AC9HH8K06_E7)

Renaissance

analysing primary sources to understand the interactions between the rulers of Florence, Venice, Naples and/or the Vatican (Rome) (AC9HH8K06_E8)

explaining the differing levels of political involvement in city-states such as the guilds in Florence and *Libro d'Oro* in Venice (AC9HH8K06_E9)

Asia-Pacific - Angkor/Khmer Empire

analysing the perspectives of Angkor through stone carvings and the writings of Chinese Ambassador Zhou Daguan (for example, in relation to fishing, trading in markets and temple construction) (AC9HH8K06_E10)

Asia-Pacific - Japan under the Shoguns

discussing the role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and explaining the impact of this change on the daily life of different classes (AC9HH8K06_E11)

examining artefacts such as Lapita pottery from Vanuatu, tapa cloth and/or ship building techniques to provide insight into those societies (AC9HH8K06_E12)

describing the responsibilities and privileges of being a chief in a society such as those in New Zealand, Hawaii, Tonga and/or the Society Islands (AC9HH8K06_E13)

Mongol Empire

describing the way of life in Mongolia and its incorporation into Chinese life, such as in agriculture (for example, domestication of animals such as horses, camels and cattle), food (for example, dried meat and yogurt) and housing (for example, yurts) (AC9HH8K06_E14)

explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade, such as the use of paper money and coinage and the increase in European merchants travelling to China (AC9HH8K06_E15)

Black Death

describing the impact on daily life using primary sources, such as Matteo Villani's dairy, Boccaccio's *Decameron*, Fordun's *Chronicle of the Scottish Nation*, Ibn Khaldun's recollection of the impact of the plague (AC9HH8K06_E16)

analysing how rulers responded to demands from the lower classes to improve their working conditions and lives following the plague, using sources such as King Edward III law *Statute of Labourers* (AC9HH8K06_E17)

South America

describing encounters between Hernán Cortés and the Aztecs, as well as the siege of Tenochtitlan (AC9HH8K06_E18)

investigating the impact of conquest on the indigenous populations of the Americas (for example, the introduction of new diseases, horses and gunpowder) and the wider world (for example, the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe and increased wealth in Europe) (AC9HH8K06_E19)

the role and achievements of a significant individual and/or group (AC9HH8K07)

Vikings

outlining Erik the Red's development of Viking settlements in Eastern and Western Greenland in 985 AD/CE (AC9HH8K07_E1)

comparing the artefacts discovered at L'Anse aux Meadows in Newfoundland (Canada) with Viking artefacts as possible evidence that the Vikings had discovered North America 500 years before Christopher Columbus (AC9HH8K07_E2)

Medieval Europe

explaining the influence and dominance of the Catholic church on society using visual sources such as the illustration of Hell in the Hortus Deliciarum manuscript by Herrad of Landsberg (AC9HH8K07_E3)

evaluating the significance of Charlemagne with specific reference to his legacy as the 'Father of Europe' (*Pater Europae*) (AC9HH8K07_E4)

Ottoman Empire

comparing historians' interpretations of the achievements of individuals such as Selim I in establishing the empire and capturing Jerusalem, or Suleiman the Magnificent in expanding the empire to Belgrade in Europe (AC9HH8K07_E5)

Renaissance

explaining the influence of the Medici family in Florence as bankers and merchants, and their patronage of the arts (AC9HH8K07_E6)

explaining the influences and contributions of individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (AC9HH8K07_E7)

Asia-Pacific- Angkor / Khmer Empire

describing the rule of Jayavaman VII and his influence in expanding the empire, expelling the Chams, and scale of the construction program in Angkor (AC9HH8K07_E8)

Asia-Pacific- Japan under the Shoguns

explaining the legacy of Tokugawa Ieyasu as founder of the Edo shogunate (AC9HH8K07_E9)

Polynesia

describing the achievements of one Polynesian group of people such as Maori, Samoan, Tahitian (Maohi), Tongans and/or Rapa Nui (AC9HH8K07_E10)

Mongol Empire

identifying the similarities in leadership style and successes of Genghis Khan and Kublai Khan (AC9HH8K07_E11)

South America

explaining the significance of key chronological events in the lives of individuals such as Columbus, Balboa, Cortes, Montezuma II and/or Pizarro (AC9HH8K07_E12)

interpretations and contested histories about the society, event and/or individual and/or group (AC9HH8K08)

Vikings

analysing the extent to which historians' interpretations are corroborated with the oral histories contained in Icelandic sagas, such as about Erik the Red founding Greenland (AC9HH8K08_E1)

Medieval Europe

explaining how historians have disproved medieval myths such as King Arthur or Pope Joan (AC9HH8K08_E2)

Ottoman Empire

describing the contrasting perspectives on the Fall of Constantinople (1453), including prophecies and legends, and how these shaped historians' interpretations of the experience of people living at the time (AC9HH8K08_E3)

Renaissance

analysing the importance of key women in Renaissance society, such as Caterina Sforza (1463–1509), Isabella d'Este (1474–1539), Lucrezia Borgia (1480–1519) and Catherine de Medici (1519–1589), using a range of artwork, written sources and historians' interpretations to justify claims (AC9HH8K08_E4)

Asia-Pacific- Angkor / Khmer Empire

discussing theories about the causes and/or contributing factors to the decline the Khmer Empire (for example, Tai invasions; economic decline as a result of Jayavarman VII's building program; population growth and attempts to control trade routes; religious revolution through the rise of Theravada Buddhism; internal political tension; environmental challenges such as soil sterilisation; over-intensified land use; the development of an unstable climate such as drought and monsoons; and the breakdown of Angkor's water management system) (AC9HH8K08_E5)

		<p>Asia-Pacific- Japan under the Shogun evaluating the significance of the range of reasons for Japan’s closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry’s visit in 1853 (AC9HH8K08_E6)</p>
		<p>Polynesia explaining the challenges posed by lack of written sources in understanding the history of Polynesia, such as changes in interpretations of Lapita culture being present in Vanuatu (AC9HH8K08_E7)</p>
		<p>Mongol Empire discussing the validity of various death tolls linked to Mongol expansion, such as 1,000,000 people in Nishapur and/or 60 million people in China, and utilising primary and historians’ interpretations (AC9HH8K08_E8)</p>
		<p>Black Death analysing why the Black Death has been misconceived as impacting Europe predominantly, with reference to differing historians’ interpretations (AC9HH8K08_E9)</p>
		<p>South America analysing the extent to which historians’ interpretations differ that the Spanish conquest can be attributed to the pursuit of ‘Gold, God and Glory’ (AC9HH8K08_E10)</p>
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Asking historical questions	identify a range of questions about the past and/or to inform a historical inquiry (AC9HH8S01)	refining set inquiry questions when faced with unexpected or challenging developments posed by the historical investigation (AC9HH8S01_E5)
		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?’) (AC9HH8S01_E6)
		posing questions about historical significance such as ‘How many people were affected?’ and ‘How long did it last?’ (AC9HH8S01_E7)

Sequencing chronology	sequence significant events in chronological order to identify patterns, describe causes and effects and/or continuities and changes (AC9HH8S02)	placing historical events in sequence in order to identify broader patterns of cause and/or effect and change and/or continuity across society and explaining their observations with reference to key events, individuals, themes and sources of evidence (AC9HH8S02_E5)
		analysing continuities by highlighting the lack of deviation, the similarities of important aspects, and the widespread nature of similarities in the era, period or society despite an event, idea, person, group or movement achieving short-term significance (AC9HH8S02_E6)
Using historical sources as evidence	identify and locate relevant primary and secondary sources used in a historical inquiry, including archaeological and written sources of evidence (AC9HH8S03)	asking questions about what sources have been identified and possible gaps in types of sources (AC9HH8S03_E5)
		organising sources into categories such as primary and secondary sources and/or written, visual, material culture, artefacts, perspectives, interpretations (AC9HH8S03_E6)
		retrieving relevant information from multiple sources, such as Trove, state libraries and Google Scholar, and using advanced search functions to refine the search (AC9HH8S03_E7)
	identify the origin, content, context and purpose of primary and secondary sources (AC9HH8S04)	responding to questions such as 'Who wrote/produced this?' 'When?' 'Why?' 'What does it show about the past?' about photographs, artefacts, stories, buildings and other sources to explain the past (AC9HH8S04_E6)
	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) (AC9HH8S04_E7)	
	corroborate primary and secondary sources and ask questions about their accuracy and usefulness to draw conclusions and use as evidence (AC9HH8S05)	discussing the difficulty of identifying the origin and purpose of some sources and how this can impact on the source's usefulness (AC9HH8S05_E6)
		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') (AC9HH8S05_E7)
		developing questions such as 'Where does it come from?', 'What information is provided?', 'Is the information factual or an opinion?', 'What other sources may be needed to support/challenge this source?' to examine the validity of sources (AC9HH8S05_E8)

		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' (AC9HH8S05_E9)
	describe different perspectives (points of view, attitudes and values) and interpretations of the past to use as evidence (AC9HH8S06)	describing the values and attitudes revealed by a source (for example, an individual account) and using additional sources to show how they are broadly representative or contrast the values and attitudes of the society (AC9HH8S06_E4)
		identifying the perspective in a source and discussing the values and attitudes of the society that produced it (for example, explaining why historians have different interpretations such as access to source material, personal views and other contextual factors influencing the time in which the historian was working) (AC9HH8S06_E5)
		identifying differing historians' interpretations on the short-term triggers and longer-term causes of a significant event (AC9HH8S06_E6)
Analysing causes and effects	explain the causes and effects of significant events that caused change and/or a decline over the period (AC9HH8S07)	differentiating between intended and unintended effects (AC9HH8S07_E3)
		analysing the multiplicity of causes and effects that may have a varying influence and rank according to their significance and justifying ranking (AC9HH8S07_E4)
		organising causes or effects of a significant event into social, economic, political, technological and environmental effects (AC9HH8S07_E5)
Identifying continuity and change	identify and explain patterns of continuity and change to the way of life in the Ancient and/or Middle Ages (AC9HH8S08)	explaining the importance of a specific social group, such as the religious class, nobility, peasants and/or women, in maintaining social cohesion in the society (AC9HH8S08_E5)
		identifying continuities in the society over time, such as the influence of ideas or the treatment of women (AC9HH8S08_E6)
		describing and explaining change such as the quality of change, the types of change, the speed of change and the impact of change (AC9HH8S08_E7)

Evaluating historical significance	use criteria to evaluate historical significance (AC9HH8S09)	<p>utilising set criteria such as importance, profundity, quantity, durability and relevance to understand the significance of a historical event (AC9HH8S09_E2)</p> <p>identifying the durability of social, economic or cultural practices of an Ancient and/or Middle Ages context, in modern day life (AC9HH8S09_E3)</p>
	evaluate the role and achievement of a significant individual, event, site, development and/or cultural achievement (AC9HH8S10)	<p>ranking events and their effects in order of their significance and explaining reasons for the ranking (AC9HH8S10_E4)</p> <p>using evidence from sources to support evaluation of historical significance (AC9HH8S10_E5)</p>
		<p>asking questions to evaluate historical significance such as ‘What makes this individual, development or achievement significant?’, ‘Who decides historical significance?’, ‘How do you decide?’, ‘How significant was it to people who lived at that time?’, ‘How many people were affected?’, ‘To what extent were people’s lives changed?’, ‘How long-lasting were the consequences?’, ‘How can the consequences still be felt today?’ and ‘What is its legacy?’ (AC9HH8S10_E6)</p>
Communicating	use a range of communication forms to develop an explanation of the Ancient and/or Middle Ages using evidence from a range of primary and secondary sources (AC9HH8S11)	<p>communicating historical arguments in a range of contexts, both in a verbal and non-verbal manner, such as essay, oral presentation, debate, interactive digital or non-digital display, and/or forum (AC9HH8S11_E6)</p>
		<p>presenting findings using appropriately selected technologies (AC9HH8S11_E7)</p>
		<p>utilising the different meanings of particular terms and concepts when viewed in their historical context (AC9HH8S11_E8)</p>

Year 9

Level description

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, which had significant effects on indigenous peoples, especially First Nations Peoples of Australia. The period culminated in World War I (1914–1918), the ‘war to end all wars’.

In Year 9 it is expected that the World War I (1914–1918) sub-strand and at least one of the other sub-strands, The Industrial Revolution (1750–1914), Movement of peoples (1750–1901) or Australia and Asia, be studied in depth.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students’ historical knowledge, understandings and skills.

- What are the significant events, ideas and individuals that caused change from 1750 to 1918?
- What were the causes, developments, significance and long-term effects and impacts of imperialism in this period?
- What were the causes and significance of World War I?
- What were the perspectives of people at the time?
- What are the contested debates and reasons for different historical interpretations?

Achievement standard

By the end of Year 9, students evaluate the historical significance of the events, ideas, figures and groups in the making of the modern world. They sequence and explain the events, ideas, individuals and groups that contributed to making change in the modern world between 1759 and 1918. Students analyse the causes and effects of events and developments. They analyse patterns of continuity and change and evaluate the extent to which change occurred. Students develop criteria to evaluate historical significance.

Students develop and refine different kinds of questions about the past. They describe the origin and content of sources and explain the purpose and context of sources. Students compare sources to determine their usefulness and reliability for use as evidence. Students compare and explain different perspectives of the past and determine how people’s perspectives are influenced by their contexts and experiences. They analyse different historians’ interpretations of the past and justify reasons for different opinions, points of view and/or contested debates. Students develop their own interpretations about the past. They construct and communicate a historical argument by using knowledge, relevant evidence and the application of historical thinking concepts.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding Overview of the making of the modern world	the significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (AC9HH9K01)	investigating the significance of the Industrial Revolution by comparing daily life before and after the Industrial Revolution using sources such as newspapers, paintings, travellers' journals, photographs (AC9HH9K01_E1)
	the causes and effects of European imperial expansion and the movement of peoples in the period (colonisers, slaves, convicts, settlers and First Nations of the world such as the First Nations Australians), their responses and their different perspectives (AC9HH9K02)	identifying and describing the causes of the movement of peoples in the modern world, such as push factors (the Agricultural Revolution, the Industrial Revolution, the Irish Potato Famine, discrimination and persecution, forced migration such as slavery and convict settlements) and pull factors (promise of a better life, employment opportunities, space, personal freedom) (AC9HH9K02_E1) identifying and describing the effects of the movements of peoples on colonised peoples, such as dispossession, disease, and destruction of traditional society and culture (AC9HH9K02_E2) analysing data on the movement of peoples in the time period, such as the number of slaves transported and the nations/places involved, such as Portugal, Britain, France, Spain, North America or the number of people forced to migrate from Ireland due to the potato famine, and the nations/places they emigrated to, such as the United States, Canada and Australia (AC9HH9K02_E3) analysing impact of invasion, colonisation and dispossession of lands by Europeans on the First Nations Peoples of Australia such as frontier warfare, genocide, removal from land, relocation to 'protectorates', reserves and missions (AC9HH9K02_E4)
	the emergence of significant economic, social and political ideas in the period and their influence on changing society,	outlining the features that reflect the emergence of a belief in social and political equality, including the right to vote, the 8-hour Day movement and universal education in Australia (AC9HH9K03_E1) discussing how significant events such as the American and French revolutions contributed to the spread of ideas of equality (AC9HH9K03_E2) investigating how the idea of nationalism led to the push for Federation in Australia (AC9HH9K03_E3)

	including nationalism (AC9HH9K03)	
	the diverse and competing interpretations about significant events, ideas, individuals and people, groups and movements in making the modern world and why history can be contestable (AC9HH9K04)	<p>discussing whose ideas and voices from the past are studied in history and whose are left out, such as the First Nations peoples of Australia and the Americas; enslaved people, including African slaves in the Americas and Caribbean; women; or children; when studying imperialism and colonialism (AC9HH9K04_E1)</p> <p>comparing two different historical interpretations of the same event (AC9HH9K04_E2)</p>
The Industrial Revolution (1750–1914)	the causes of the Industrial Revolution, such as technological innovations and other conditions that influenced the industrialisation of Britain (AC9HH9K05)	<p>explaining how changes in technology, such as steam-driven spinning mills, railways and steam ships, led to the development of factories and industrialised cities (AC9HH9K05_E1)</p> <p>identifying the spread of innovations such as steam power, iron and steel production, transport and chemicals in Europe, USA and Japan (AC9HH9K05_E2)</p> <p>identifying factors that led to the Industrial Revolution such as the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire (AC9HH9K05_E3)</p>
	the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life (AC9HH9K06)	<p>comparing and contrasting the impact of steam, gas and electricity on people's way of life during the Industrial Revolution (for example, differences in living conditions for rich and poor, improvements in living standards, changes in working conditions for agricultural workers) (AC9HH9K06_E1)</p> <p>investigating the changes in working conditions, such as longer working hours for low pay and the use of children as a cheap source of labour (AC9HH9K06_E2)</p> <p>outlining the growth of trade unions as a response to the impacts of the Industrial Revolution (AC9HH9K06_E3)</p>

	the ideas that emerged and influenced change in society, such as capitalism, socialism, egalitarianism and Chartism (AC9HH9K07)	explaining why an idea emerged and the basis of that idea, such as Chartism (the movement in support of the People's Charter of 1838 in Britain), and identifying changes that arose from that idea, such as universal male suffrage and the secret ballot (AC9HH9K07_E1)
	the role of a significant individual or group in the promotion of one these ideas, for example from agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups (AC9HH9K08)	explaining responses to particular ideas (for example, how religious groups responded to ideas in Charles Darwin's 1859 book <i>On the Origin of Species</i> or how workers responded to the idea of capitalism or socialism) (AC9HH9K08_E1)
		investigating the role played by an individual or group in promoting a key idea (for example, the role of Adam Smith and entrepreneurs in promoting capitalism) (AC9HH9K08_E2)
Movement of peoples (1750–1901)	the significant events that caused the movement of peoples throughout the world, such as the transatlantic slave trade, the Irish Famine, convict transportation and the Industrial Revolution (AC9HH9K09)	identifying and describing the various push factors for the movement of peoples in the transatlantic slave trade, the Irish Famine and convict transportation, such as the Agricultural Revolution, the Industrial Revolution, discrimination and persecution, forced migration (AC9HH9K09_E1)
		describing causes for the growth of cities as men, women and children moved to the cities to find employment (for example, the enclosures, improvements in farm machinery, the development of the factory system, development of the steam engine) (AC9HH9K09_E2)

<p>the short, medium and long-term effects of population movements and changing settlement patterns during this period in Australia and the world, such as global demographic changes, transport, new ideas and political and social reforms (AC9HH9K10)</p>	<p>describing the growth of cities as men, women and children moved to the cities to find employment (AC9HH9K10_E1)</p>
	<p>evaluating the effects of the movement of peoples on the First Nations Peoples of Australia and other indigenous and immigrant populations, such as displacement, disease, and destruction of cultures (AC9HH9K10_E2)</p>
	<p>the different perspectives and experiences of slaves, convicts and free settlers upon departure, their journey abroad, their reactions on arrival and their changing way of life, including the Australian experience and their effects on First Nations Peoples of Australia (AC9HH9K11)</p>
	<p>investigating sources that record the reactions of new arrivals to other countries in this period, including responses to the natural environment and climate (AC9HH9K11_E1)</p>
	<p>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 (AC9HH9K11_E2)</p>
	<p>exploring journal articles, letters and other documents of slaves, convicts, and free settlers to ascertain their thoughts, feelings, experiences and hopes for the future in a new land (AC9HH9K11_E3)</p>
	<p>investigating the colonisation of Australia, such as the destruction of cultural lifestyles, frontier wars, and genocide, and how the impacts of colonisation are viewed as invasion from the perspective of many First Nations Australians (AC9HH9K11_E4)</p>

	<p>the ideas that emerged and influenced change in society, such as nationalism, imperialism, Darwinism, capitalism and egalitarianism (AC9HH9K12)</p>	<p>explaining why an idea emerged and the basis of that idea, such as Chartism (the movement in support of the People's Charter of 1838 in Britain), and identifying changes that arose from that idea, such as universal male suffrage and the secret ballot (AC9HH9K12_E1)</p>
	<p>the impacts of a significant individual or group in the promotion of one these ideas for example, from explorers, politicians, agricultural and industrial workers, colonialists, and landowners, religious groups, and First Nations Peoples of Australia (AC9HH9K13)</p>	<p>describing how a significant individual or group helped spread ideas to the wider society, such as how Chartists promoted their ideas of voting reform and direct representation among the working class in Britain and Australia (for example, Chartist William Cuffay in Tasmania or British Chartists on the goldfields in Victoria and New South Wales) (AC9HH9K13_E1)</p>

Australia 1750 – 1918) and Asia (1750 – 1918)	the key social, cultural, economic, and political features and their significance in the development in one society during the period (AC9HH9K14)	<p>Asia and the world investigating the significant aspects of an Asian society at the beginning of this period (for example, identifying the territorial extent of Qing China, the role and influence of the Emperor, and the nature of literature, art and architecture; the territorial extent of the Mughal Empire in India, the role and influence of the Mughal emperor, the art and architecture of Mughal India, such as the Taj Mahal; the influence of the Tokugawa Shogunate on Japan’s political, economic and social development) (AC9HH9K14_E1)</p>
		<p>Australia: Making and transforming a nation (1750 – 1918) examining the different contexts of the colonies of Australia and explaining their influences (for example, analysing and evaluating the effects of physical isolation on the development of the Swan River Colony (WA); the deliberate exclusion of convicts in the colonisation of South Australia; the discovery of gold on the development of Victoria; and the expansion across the Blue Mountains in NSW (AC9HH9K14_E2)</p>
	the causes and effects of European contact and extension of settlement on the First Nations Peoples of Australia or Asian peoples (AC9HH9K15)	<p>Asia and the world identifying aspects of the Asian society under investigation that remained the same or changed during this period, especially as a result of contact with European powers (for example, describing the reasons for and the effects of the British opium trade with China; the development of the British Raj and identifying British influences on Indian society; the short- and long-term effects of Dutch trade and colonisation on Indonesian society from the 17th century onwards) (AC9HH9K15_E1)</p>
		<p>Australia: Making and transforming a nation (1750 – 1918) examining the effects of colonisation, such as frontier conflict, and the massacres of First Nations Australians; the spread of European diseases and the destruction of cultural lifestyles (AC9HH9K15_E2)</p>
		<p>explaining the effects of sheep and cattle farming on the Australian landscape, such as loss of native plants, compacting of soil, and water run-off (AC9HH9K15_E3)</p>
		<p>investigating the forcible removal of children from First Nations Australia 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 (AC9HH9K15_E4)</p>
significant events, ideas, people, groups and movements in the	<p>Asia and the world explaining the position of the Asian society in relation to other nations in the world around the turn of the twentieth century, including the influence of significant ideas such as nationalism (AC9HH9K16_E1)</p>	

development of the society (AC9HH9K16)

investigating significant individuals and groups such as Empress Dowager Cixi, the Self-Strengthening Movement and the Society of Righteous Harmony in China; Emperor Mutsuhito, Commodore Matthew Perry and the Satsuma Rebellion in Japan; the British East India Company, the Sepoy Rebellion, the Indian National Congress, Gopal Krishna Gokhale, Dadabhai Naoroji, Bal Gangadhar Tilak and Mohandas K. Gandhi in India; Diponegoro, the Java War, Budi Utomo (Boedi Oetomo), Sarekat Islam, Sukarno, Mohammad Hatta, Sutan Sjahrir in Indonesia (AC9HH9K16_E2)

Australia: Making and transforming a nation (1750 – 1918)

discussing the rise of nationalist sentiment in Australia in the mid- to late nineteenth century (AC9HH9K16_E3)

explaining the factors that contributed to Federation and the development of democracy in Australia, such as defence concerns, economic concerns and the 1890s depression, the 'White Australia ideal', nationalist ideals and egalitarianism (AC9HH9K16_E4)

outlining the key steps to Federation, such as the Australasian Federation Conference (1890), the first Federal Constitutional Convention (1891), the second Federal Constitutional Convention (1897–1898), the first referendum on the Federal Constitution (1898), the second referendum on the Federal Constitution (1899), the Commonwealth of Australia Constitution Act (1900), Federation Day (1 January 1901) (AC9HH9K16_E5)

examining the influences on the development of the Australian constitution, such as the British Westminster system and federalism (AC9HH9K16_E6)

analysing the significance of the advance of women's voting rights to the development of Australian democracy, including the Commonwealth Franchise Act 1902 (AC9HH9K16_E7)

investigating key people and groups involved in the Federation movement and the development of an Australian identity, such as Sir Henry Parkes, Sir Samuel Griffith, William Guthrie Spence, John Feltham Archibald, Catherine Helen Spence, Alfred Deakin, Tom Roberts, Frederick McCubbin, Arthur Streeton, Joseph Furphy, Barbara Baynton, Banjo Paterson, Henry Lawson, 'Federation leagues', the Australian Natives Association, The Bulletin (AC9HH9K16_E8)

investigating significant First Nations Australians and groups involved in the recognition and maintenance of cultural lore and survival of traditions and language during the process of change. (AC9HH9K16_E9)

<p>patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century (AC9HH9K17)</p>	<p>Asia and the world describing how increasing foreign influence and imperialism was challenging and changing Asian societies (for example, the development of steam-powered factories, especially military machinery, in China and Japan; the introduction of British government and law in India; the Cultivation System vs the Ethical System in Indonesia) (AC9HH9K17_E1)</p>
	<p>Australia: Making and transforming a nation (1750 – 1918) using sources such as photographs, paintings, diaries, and newspapers to examine the living and working conditions in Australia around 1900 and making comparisons between different settings such as rural versus urban (AC9HH9K17_E2)</p>
	<p>identifying the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia around 1900 and comparing them with early colonisation around 1800 (AC9HH9K17_E3)</p>
	<p>explaining how laws made by the federal parliament, such as those resulting from the Harvester Judgement or the introduction of pensions, affected working conditions and standards of living (AC9HH9K17_E4)</p>
<p>different experiences and perspectives of colonisers, settlers and First Nations Australians from the time and the impact of changes to society including events, ideas, beliefs and values (AC9HH9K18)</p>	<p>Asia and the world comparing and contrasting different perspectives about the effect of European colonisation on Asian countries (for example, the views of people in various mainland provinces of China vs Hong Kong; the view of samurai on Meiji modernisation; views of British Raj families vs members of the independence movement in India; views of the Dutch colonials vs native Indonesians in Indonesia) (AC9HH9K18_E1)</p>
	<p>Australia: Making and transforming a nation (1750 – 1918) investigating the experiences of a specific group of arrivals to Australia, such as convicts in Sydney, Hobart or Brisbane or free settlers in Melbourne, Adelaide, Perth or Darwin (AC9HH9K18_E2)</p>
	<p>describing the impact of this group on the First Nations Peoples of the region (AC9HH9K18_E3)</p>
	<p>examining the experiences of non-Europeans in Australia prior to the 1900s, such as Japanese pearlers in Darwin, Chinese on the goldfields in Victoria and New South Wales, South Sea Islanders on sugar plantations in Queensland, Afghan cameleers in central Australia (AC9HH9K18_E4)</p>

	different historical interpretations and debates about the colonial and settler societies, such as contested terms, including 'colonisation', 'settlement' and 'invasion' (AC9HH9K19)	<p>Asia and the world comparing the similarities and differences in historians' views about the significance of Western colonial influences on Asian countries, such as Americans in Japan, the British in India, or the Dutch in Indonesia (AC9HH9K19_E1)</p> <hr/> <p>Australia: Making and transforming a nation (1750 – 1918) comparing the similarities and differences in historians' views about colonial society, such as the emergence of a distinct Australian identity, the influence of the White Australia debate on the push for Federation, the idea of Australia as a 'working man's paradise' (AC9HH9K19_E2)</p> <hr/> <p>discussing terms in relation to Australian history such as invasion, colonisation, settlement and why these continue to be contested within society today (AC9HH9K19_E3)</p> <hr/> <p>exploring the perspectives and interpretations by First Nations Australians and their experiences relating to invasion, colonisation, and settlement (AC9HH9K19_E4)</p>
	development of the society in relation to other nations in the world by 1914, including the effects of ideas and movements of people (AC9HH9K20)	<p>Asia and the world investigating the confrontation between an Asian country and Western powers, such as the Sino-French war, the Russo-Japanese war, the increasing demand for Indian or Indonesian independence and self-government (AC9HH9K20_E1)</p> <hr/> <p>Australia: Making and transforming a nation (1750 – 1918) investigating how the major social legislation of the new Federal Government affected living and working conditions in Australia (for example, the Harvester Judgment, Immigration Restriction Act, invalid and old-age pensions, the maternity allowance scheme and Defence Acts) (AC9HH9K20_E2)</p>
	World War I (1914–1918)	the causes of World War I and the reasons why men enlisted to fight in the war (AC9HH9K21)

	<p>listing the reasons why Australian men enlisted in the Australian Imperial Force (for example, challenges living on the land and a need for a regular pay, adventure, to do their duty for the British Empire, impact of persuasive posters, pamphlets and leaflets, peer and community pressure) (AC9HH9K21_E4)</p> <p>examining the stories of First Nations Australian men who listed in the Australian Imperial Force (AC9HH9K21_E5)</p>
<p>the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign (AC9HH9K22)</p>	<p>identifying the places where Australians fought, such as Gallipoli, Fromelles, the Somme, Pozières, Passchendaele, Bullecourt, Villers-Bretonneux, Sinai Peninsula, Gaza, Beersheba (AC9HH9K22_E1)</p> <p>using sources to investigate the difficulties of trench warfare, the use of tanks, aeroplanes and chemical weapons (gas) (AC9HH9K22_E2)</p> <p>comparing and contrasting the different experiences of war, such as foot soldiers at the Western Front vs the Light Horse in Palestine (AC9HH9K22_E3)</p> <p>exploring the experiences of First Nations Peoples of Australia during the war (AC9HH9K22_E4)</p>
<p>significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice (AC9HH9K23)</p>	<p>investigating one major battle, such as Gallipoli, Fromelles, the Somme, Pozières, Passchendaele, Bullecourt, Villers-Bretonneux or Beersheba, and examining locations, techniques and warfare (AC9HH9K23_E1)</p> <p>using sources such as diaries, letters, and newspapers to examine the perspectives of those who fought on both sides (AC9HH9K23_E2)</p> <p>evaluating the significance of the Armistice of November 1918 in ending the war (AC9HH9K23_E3)</p>
<p>the effects of World War I, with a particular emphasis on continuities and changes in Australia society including the role of women, political</p>	<p>investigating examples of the war's effects on society, such as the changes to women's roles during the war compared to continuities before and after the war (AC9HH9K24_E1)</p> <p>investigating the first and second referenda on conscription, including the division within the Labor Party over this issue and identifying the groups who opposed conscription, such as trade unionists and Irish Catholics, and the grounds for their objections (AC9HH9K24_E2)</p> <p>examining the continuities and changes in Australia's relationship with the British Empire, such as changing sentiments about Britain as the mother country (AC9HH9K24_E3)</p>

		debates about conscription, relationships with the British Empire, the experiences of returned soldiers and the status of First Nations Australian veterans (AC9HH9K24)	explaining the effects of war on returned soldiers, especially First Nations Australian soldiers, such as shell shock, employment opportunities, social and racial discrimination, service recognition, land allocation (soldier settlement scheme) and wage inequality (AC9HH9K24_E4)
		the commemoration of World War I, including different historical interpretations and contested debates about the nature and significance of the Anzac legend and the war (AC9HH9K25)	investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society (AC9HH9K25_E1)
			discussing different the similarities and differences in historians' views of the Anzac legend over time (AC9HH9K25_E2)
			debating the difference between commemoration and celebration of war (AC9HH9K25_E3)
			evaluating the fairness of post-war treaties on Axis powers, such as the Treaty of Versailles on Germany (AC9HH9K25_E4)
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>	
Skills	Asking historical questions	develop different kinds of questions about the past (AC9HH10S01)	developing questions about aspects of the past that require historical argument (AC9HH10S01_E1)
			identifying, planning and investigating specific historical question or issues (AC9HH10S01_E2)
			developing a set of questions that support student's analysis of sources (AC9HH10S01_E3)

	evaluate and refine these questions (AC9HH10S02)	refining questions using historical concepts such as cause, effect, change and continuity (AC9HH10S02_E1)
Sequencing chronology	sequence significant events in chronological order to inform analysis of cause and effect (AC9HH10S03)	<p>creating a timeline that identifies the significant events or individuals across a particular time period and observing and discussing patterns of causation and change, and/or identifying parts of the world that were involved in, or affected by, those events (AC9HH10S03_E1)</p> <p>organising a range of primary sources and/or perspectives in chronological order to support the development of a historical argument about effects or changes (AC9HH10S03_E2)</p>
	evaluate the broad patterns of continuity and change over the period to demonstrate the relationship between events, ideas, people, groups, movements and developments (AC9HH10S04)	<p>judging whether a political, social, economic, cultural, technological or environmental change were significant by determining the substance, permanence and widespread nature of the change in the era, period or society being studied (AC9HH10S04_E1)</p> <p>analysing continuities by highlighting the lack of deviation, the similarities of important aspects and the widespread nature of similarities in the era, period or society despite an event, idea, person, group or movement achieving short-term significance (AC9HH10S04_E2)</p>
Using historical sources as evidence	locate and identify relevant primary and secondary sources of evidence such as archaeological, written and audio-visual sources (AC9HH10S05)	<p>locating historical sources from archives, museums and online collections (AC9HH10S05_E1)</p> <p>recognising the role of ICT in providing access to sources, such as the ability to access resources that historians use (for example Ebsco Host, Google Scholar, and various online archives such as Trove) (AC9HH10S05_E2)</p> <p>selecting data from online records, such as immigration records, to analyse changes over time (AC9HH10S05_E3)</p>
	describe the origin and content, and explain the	establishing the context of the sources, such as when and where it was produced and whether it was at the same time as the event being studied or after the event (AC9HH10S06_E1)

purpose and context, of primary and secondary sources (AC9HH10S06)	identifying literal and symbolic features of sources and explaining their purpose and inferences (AC9HH10S06_E2)
	explaining the events, ideas, individuals represented in a visual source (AC9HH10S06_E3)
	using the student's own historical knowledge to interpret sources (AC9HH10S06_E4)
	analysing the intent of the author and purpose of the source (AC9HH10S06_E5)
analyse and corroborate primary and secondary sources for use as evidence (AC9HH10S07)	corroborating a range of historical sources identifying similarities, differences and inconsistencies (AC9HH10S07_E1)
	determining whether or not the information in one historical source can be verified by information in another historical source (AC9HH10S07_E2)
	combining historical data from a range of sources to identify and explain the causes of an event (AC9HH10S07_E3)
evaluate the usefulness and reliability of sources for use as evidence in a historical argument (AC9HH10S08)	understanding that the reliability and usefulness of a source depends on the questions asked of it, such as an account having a particular historical perspective and therefore being of use in revealing past prevailing attitudes (AC9HH10S08_E1)
	making judgments about whether a source is extremely, very, somewhat, rarely or not very useful (AC9HH10S08_E2)
	determining the extent to which the accuracy or purpose of a source affects its usefulness (AC9HH10S08_E3)
	providing evidence to support historical arguments about utility and reliability (AC9HH10S08_E4)
compare different perspectives of people in the past and evaluate how these perspectives	identifying in a range of perspectives the absent or hidden voices and suggesting reasons for this (AC9HH10S09_E1)
	comparing and contrasting the range of perspectives at the time surrounding a historical event, such as women, men, children, ethnic groups, indigenous peoples and minority groups (AC9HH10S09_E2)

	are influenced by significant events, ideas, location, beliefs and values (AC9HH10S09)	discussing if the perspective of one individual in the time period is representative of a majority or minority view at that time (AC9HH10S09_E3)
	evaluate different historical interpretations (including their own) and contested debates (AC9HH10S10)	recognising that historical interpretations may be provisional (AC9HH10S10_E1) discussing multiple ways historians view the significance of the event under investigation, such as through political or social lenses (AC9HH10S10_E2) discussing reasons why historians may have different interpretations of the past (AC9HH10S10_E3)
		exploring contested debates in history such as colonisation and the Anzac legend, the Brisbane Line, reds under the bed and McCarthyism (AC9HH10S10_E4)
Analysing causes and effects	analyse the short and long causes and the intended and unintended effects of significant events and development (AC9HH10S11)	using chronologies to observe and identify long-term causes, short-term triggers, turning points and short- and long-term effects of a particular event (AC9HH10S11_E1)
		differentiating between intended and unintended effects (AC9HH10S11_E2)
		using sources of evidence (perspectives and interpretations) to identify causes and effects of an event (AC9HH10S11_E3)
Identifying continuity and change	identify and explain patterns of continuity and change in the development of the modern world and Australia (AC9HH10S12)	using chronologies to observe and identify patterns where changes or continuities have occurred during a particular era (AC9HH10S12_E1)
		describing and explaining change, including the quality of change, the types of change and the impact of change (AC9HH10S12_E2)

Evaluating historical significance	develop, refine and use criteria to evaluate historical significance (AC9HH10S13)	determining whether an event, idea, individual, group, movement or site was recognised as important at the time (AC9HH10S13_E1)
		determining whether an event, idea, individual, group, movement or site had a significant impact in scope or depth at the time (AC9HH10S13_E2)
		determining whether an event, idea, individual, group, movement or site had a lasting impact on history (AC9HH10S13_E3)
		determining whether an event, idea, individual, group, movement or site provides an ability to understand a wider historical context or a larger historical issue (AC9HH10S13_E4)
Evaluating historical significance	evaluate the historical significance of an event, idea, individual, group, movement or site (AC9HH10S14)	ranking causes of an event in order of significance and constructing an argument using evidence and criteria (AC9HH10S14_E1)
		identifying the contributions of individuals to an event and evaluating whose contributions were the most significant (AC9HH10S14_E2)
Communicating	use a range of communication forms to develop a historical argument about the past using evidence from a range of primary and secondary sources (AC9HH10S15)	constructing a historical argument using selected evidence from sources to support an interpretation of the past (AC9HH10S15_E1)
		developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available (AC9HH10S15_E2)
		selecting the most appropriate way to communicate a historical argument (AC9HH10S15_E3)
		using different communication methods to represent historical evidence (AC9HH10S15_E4)

Year 10

Level description

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 20th 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, and the demands for rights and recognition by First Nations Peoples of Australia.

In Year 10 it is expected that at least the sub-strand of World War II (1939–1945) and Rights and freedoms (1945–the present) be studied in depth.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' historical knowledge, understandings and skills.

- How did the nature of global conflict change during the 20th century?
- What were the causes and 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?
- What were the perspectives of people at the time? How did these change?
- What are the contested debates and reasons for different historical interpretations?

Achievement standard

By the end of Year 10, students evaluate the historical significance of events, ideas, figures and groups in the modern world and Australia in its global content. They sequence and analyse the events, ideas, historical figures, individuals and groups that contributed to causing change between 1918 and the present day. Students analyse significant causes and effects of events and developments. They evaluate patterns of continuity and change and the most significant changes brought to society. Students develop, refine and apply criteria to judge historical significance.

Students develop, evaluate and refine different types of questions about the past. They analyse and compare sources and evaluate their usefulness and reliability as evidence to support their historical arguments. Students compare perspectives and evaluate how they are influenced by events, ideas, location, beliefs and values. They evaluate different historians' interpretations of the past, recognise the evidence used to support these interpretations and investigate at least one contested historical debate. Students develop and justify their own interpretations about the past. Students communicate a historical argument by using knowledge, evidence and the application of historical thinking concepts.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding Overview of the Modern World and Australia	significant events and ideas during the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (AC9HH10K01)	identifying the main features of the Treaty of Versailles, such as territorial concessions required by Germany and the imposition of war reparations (AC9HH10K01_E1) outlining key features of the inter-war years, such as mass production in the 1920s, the ‘flapper generation’ and the Jazz Age, the Crash of 1929, and the consequences of the Great Depression (AC9HH10K01_E2) describing the experiences of Australians during the depression, including unemployment and ‘on the susso’ (AC9HH10K01_E3)
	continuities and changes in the post-World War II world and continuing efforts to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping (AC9HH10K02)	creating a chronological account of the significant events and eras post-World War II, such as the Cold War, the Berlin Blockade, the Korean War, the Cuban Missile Crisis, the Vietnam War, the fall of the Berlin Wall, the breakup of the Soviet Union (AC9HH10K02_E1) explaining the structure and purpose of the United Nations (AC9HH10K02_E2) researching significant places where Australia has been involved in UN peacekeeping, such as Cyprus, Iraq, Cambodia, Somalia, Rwanda, Papua New Guinea, Timor-Leste (AC9HH10K02_E3)
	the contribution to significant change by major movements for rights and freedom in the world and the achievement of independence by former colonies (AC9HH10K03)	outlining the significant movements for rights and freedom in the world, such as the US Civil Rights movement, First Nations Peoples of Australia rights movements, South Africa’s anti-apartheid movement, women’s movements, LGBTQI+ movements (AC9HH10K03_E1) identifying significant colonial independence movements in the 20 th century, such as India, Pakistan, Indonesia, Vietnam, Sudan, Ghana, Algeria, Kenya, Zimbabwe (AC9HH10K03_E2)

World War II (1939–1945)	the causes and effects 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 (AC9HH10K04)	outlining the causes of the Cold War, such as the competing ideologies of communism and democracy, the shift in military power post-World War II to the US and the USSR, and the development of spheres of influence, such as the Warsaw Pact, NATO, SEATO (AC9HH10K04_E1)
		describing Australia’s reasons for involvement in Korea, Vietnam, the Gulf Wars and Afghanistan, such as alliances, regional concerns and economic concerns (AC9HH10K04_E2)
		discussing the rising economic and political influence of countries such as China and India since the end of the Cold War (AC9HH10K04_E3)
	developments in technology, public health, longevity and standard of living during the 20 th century, and concern for the environment and sustainability and their contribution to changing perspectives over time (AC9HH10K05)	tracing key developments in technology since 1945 that have changed the world in the following areas: the household, such as television, appliances, central heating and cooling; travel and trade, such as shipping and passenger jets; communications, such as the microchip, satellites and digital systems (AC9HH10K05_E1)
		discussing the growth in the world’s population during the 20 th century, including life expectancy changes in different parts of the world, and the depletion of natural resources (AC9HH10K05_E2)
		outlining how the rise of the environmental movement around the world has changed people’s perspectives on things such as developments in renewable energy technology and sustainability measures such as recycling (AC9HH10K05_E3)
	the causes and course of World War II (AC9HH10K06)	analysing the causes of World War II, such as the effects of the Treaty of Versailles on Germany, the structural weaknesses of the League of Nations, the rise of Hitler and the Nazi Party in Germany, Japan’s imperial ambitions (AC9HH10K06_E1)
		creating a chronological account of significant events in the European theatre of war, such as Germany’s invasion of Poland in 1939, the Blitzkrieg, the Battle of Britain, Operation Overlord (the invasion of Normandy), the Battle of the Bulge, the Soviets’ capture of Berlin (AC9HH10K06_E2)

	creating a chronological account of significant events in the Asia-Pacific theatre of war, such as the Japanese invasion of Manchuria, the Japanese occupation of China, the Japanese attack on Pearl Harbor in 1941, the fall of Singapore in 1942, the American victory at the Battle of Midway in 1942, the Battle for Kokoda, the Battle of the Coral Sea, the Battle of Iwo Jima (AC9HH10K06_E3)
the places of significance where Australians fought and their perspectives and experiences during World War II, such as the Fall of Singapore, Prisoners of War (POWs), the Battle of Britain and Kokoda (AC9HH10K07)	identifying significant places where Australians fought, such as North Africa (including Tobruk), Darwin, New Guinea (including Kokoda), Malaya, Singapore (AC9HH10K07_E1)
	analysing the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and why it helped foster the Anzac legend (AC9HH10K07_E2)
	comparing the experiences of various Prisoners of War (POWs), such as treatment of Australian POWs under German vs Japanese control (AC9HH10K07_E3)
	examining the perspectives of particular groups of POWs, such as those in camps in Ambon or Rabaul, those used as forced labour on the Thai–Burma Railway, army nurses captured at Singapore (AC9HH10K07_E4)
the significant events and turning points of World War II, including the Holocaust and use of the atomic bomb (AC9HH10K08)	explaining why particular events were significant turning points in the European theatre of war, such as Germany's invasion of Poland in 1939, the Blitzkrieg, the Battle of Britain, Operation Overlord (the invasion of Normandy), the Battle of the Bulge, the Soviets' capture of Berlin (AC9HH10K08_E1)
	explaining why particular events were significant turning points in the Asia-Pacific theatre of war, such as the Japanese occupation of China, the Japanese attack on Pearl Harbor in 1941, the fall of Singapore in 1942, the American victory at the Battle of Midway in 1942, the Battle for Kokoda, the Battle of Iwo Jima (AC9HH10K08_E2)
	examining the reasons for the Holocaust, including anti-Semitism and Nazi race theory (AC9HH10K08_E3)
	investigating the scale and significance of the Holocaust using primary and secondary sources such as survivor testimonies (AC9HH10K08_E4)
	discussing the short- and long-term impacts of the Holocaust on the Jewish community post-World War II, such as coming to terms with the scale of loss, migration to Israel, Australia and the United States, the creation of Yad Vashem and other Holocaust centres, museums and memorials (AC9HH10K08_E5)
	outlining the race to build the atomic bomb by Germany, Japan, the US and analysing why the atomic bombs were dropped on Hiroshima and Nagasaki (AC9HH10K08_E6)

	analysing the effects of the atomic bombs on Hiroshima and Nagasaki, including short- and long-term effects on human health, and short- and long-term environmental effects on the cities and surrounding areas (AC9HH10K08_E7)
the effects of World War II, with a particular emphasis on the continuities and changes on the Australian home front, including the changing roles of women and First Nations Australians, 'enemy aliens', as well as the use of wartime government controls such as conscription, 'manpower controls', rationing and censorship (AC9HH10K09)	discussing the introduction of conscription into Australia through the Citizen Military Forces as a change from the policies of World War I (AC9HH10K09_E1)
	investigating the effects of World War II on the changing roles of women in Australia during the war (for example, women in the military (WAAAF, AWAS, WRANS), the Women's Land Army, factory work) contrasted with the continuities of their roles before and after the war (AC9HH10K09_E2)
	investigating the impact of World War II at a local and national level, 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 (AC9HH10K09_E3)
	describing the effects of changes to individual rights and freedoms because of the National Security Act, such as censorship of the media, detention of Japanese, German and Italian residents, banning groups opposed to the war on either political or religious grounds and controls over the workforce (manpower controls) (AC9HH10K09_E4)
	explaining the effects of rationing on daily life, such as recycling, repairing worn items like clothing, growing one's own food (AC9HH10K09_E5)
	identifying the barriers that affected First Nations Australians from enlisting in WWII, such as the lack of trust in their loyalty by the Australian Government, renouncing their Aboriginal or Torres Strait Islander status and the notion that there would be disharmony amongst First Nations and non-First Nations Australian men. (AC9HH10K09_E6)
	examining the reasons for changing views by the Australian Government to include First Nations Australians in the defence forces such as the critical shortage of manpower, and specialised work requiring First Nations Australians to undertake e.g., the Nackeroos and the Northern Territory Special Reconnaissance Unit. (AC9HH10K09_E7)
examining the changing roles of First Nations Australian men and women during World War II working as civilians for the army, such as increasing employment opportunities as domestics working in hospitals, ammunition stacking, timber cutting and cement works, maintaining gardens, slaughtering cattle, and assembling and clearing gearboxes. (AC9HH10K09_E8)	
the significance of World War II to Australia's	evaluating the significance of World War II to Australia's changing relationship with Britain and the US, particularly the shift in importance from the one to the other, such as the creation of the ANZUS alliance (AC9HH10K10_E1)

Rights and freedoms (1945–the present)	international relationships in the 20 th century, with particular reference to the United Nations, Britain, the USA and Asia (AC9HH10K10)	evaluating the short- and long-term effects of World War II on the emergence of Australia’s deeper engagement with Asia, such as the development of SEATO, the South Pacific Forum, APEC, the ASEAN Regional Forum, various trade alliances (AC9HH10K10_E2)
		describing the involvement of Australia in the founding of the United Nations, such as HV Evatt’s role in drafting the charter of the United Nations (AC9HH10K10_E3)
	the commemoration of World War II, including different historical interpretations and contested debates (AC9HH10K11)	analysing the contested debate over the Battle for Australia 1942 and its commemoration since 2008 (AC9HH10K11_E1)
		discussing the commemoration of Kokoda, such as the debate around hiking the Kokoda trail as a form of commemoration (AC9HH10K11_E2)
	the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration (AC9HH10K12)	outlining the causes of the development of the Universal Declaration of Human Rights, such as the atrocities of the Holocaust, the immense scale of destruction and displacement because of World War II (AC9HH10K12_E1)
	the background and causes, such as discriminatory legislation and policies, to the struggle of First Nations Peoples of Australia for rights and freedoms	<p>outlining the political and societal impacts that contributed to the struggle of First Nations Australians and their response to rights and freedoms, such as legal status at the Commonwealth and various state levels, segregation and treatment on missions, the policy of assimilation adopted in 1937 by the Aboriginal Welfare Conference of Commonwealth and State Authorities (AC9HH10K13_E1)</p> <p>explaining the significance of the 1938 Day of Mourning in the struggle of First Nations Australians for rights and freedoms, including the significance of 26 January 1938 (150 years since the First Fleet) and national Indigenous rights meeting. (AC9HH10K13_E2)</p>

	<p>before 1965, including the 1938 Day of Mourning and the Stolen Generations (AC9HH10K13)</p>	<p>exploring accounts of the past experiences of First Nations Australians who were members of the Stolen Generations and how these experiences influenced the civil rights movement in Australia from the 1960s through to the present day (AC9HH10K13_E3)</p>
	<p>the effects of the US civil rights movement and its influence on Australia in changing perspectives, beliefs and opinions (AC9HH10K14)</p>	<p>outlining the Freedom Rides in the US, how they inspired civil rights campaigners in Australia and how they became a turning point in the First Nations Australian's struggle for rights and freedoms (AC9HH10K14_E1)</p>
	<p>the contributions of First Nations Australian pioneering advocacy groups and significant individuals in the struggle and the extent they brought change to Australian society (AC9HH10K15)</p>	<p>investigating the lives of significant First Nations Australians and their contributions to rights and freedoms, such as William Cooper, Jack Patten, Sir Douglas Nicholls, Lady Gladys Nicholls, Vincent Lingiari, Charles Perkins, Shirley Smith, Gladys Elphick, Essie Coffee, Joyce Clague, Roberta (Bobbi) Sykes, Gary Foley, Michael Anderson, Eddie Koiki Mabo, Lowitja O'Donoghue (AC9HH10K15_E1)</p> <p>investigating First Nations Australian groups that contributed to changing Australian society such as the Australian Aborigines League (Victoria), the Aborigines Progressive Association (New South Wales), and Student Action for Aborigines. (AC9HH10K15_E2)</p>
	<p>the significant events in the movement for the civil rights of First Nations Peoples of Australia and the extent they contributed to change, including 1962 right to vote federally, Freedom Rides, 1967</p>	<p>creating a chronological account of the significant events in the movement for the civil rights of First Nations Peoples of Australia, including the right to vote federally in 1962, Freedom Rides, 1967 Referendum, the Tent Embassy, the Mabo decision, the Redfern Speech, the <i>Bringing Them Home</i> report, the first Sorry Day, the Apology to the Stolen Generations, the Uluru Declaration (AC9HH10K16_E1)</p> <p>explaining how significant events contributed to change, such as legal changes, especially land rights, as a result of the Wave Hill Walk-Off, the Mabo decision, the Wik decision, the Tent Embassy; political changes as a result of the right to vote federally in 1962, the 1967 Referendum; social changes as a result of the Freedom Rides, the Redfern Speech; changes to advance Reconciliation as a result of the Redfern Speech, the <i>Bringing Them Home</i> report, the Apology to the Stolen Generations (AC9HH10K16_E2)</p>

	<p>Referendum, Tent Embassy, Reconciliation; Mabo decision, <i>Bringing Them Home</i> report (the Stolen Generations), the Apology (AC9HH10K16)</p>	<p>discussing how Reconciliation is not a single significant event or change, but an ongoing process of truth-telling and healing between First Nations Peoples of Australia and other Australians (AC9HH10K16_E3)</p>
<p>methods used by civil rights activists to challenge inequalities and discriminatory governmental practices against First Nations Peoples of Australia (AC9HH10K17)</p>	<p>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 (AC9HH10K17_E1)</p> <p>investigating the role of Vincent Lingiari in leading the 1966 Wave Hill Walk-Off and the significance of this event's contribution to the land rights movement for First Nations Peoples of Australia (AC9HH10K17_E2)</p> <p>investigating the Mabo case and the significance of this event's contribution to the land rights movement for First Nations Peoples of Australia (AC9HH10K17_E3)</p>	
<p>the continuity and change in the continuing efforts to secure civil rights and freedoms in Australia, especially for First Nations Australians and First nations peoples of the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (AC9HH10K18)</p>	<p>identifying areas, such as education, health and employment, that are the focus for continued civil rights action for First Nations Peoples of Australia, and discuss why there continues to be a need for such action (AC9HH10K18_E1)</p> <p>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 this in relation to the United Nations Convention on the Rights of the Child (1990) (AC9HH10K18_E2)</p> <p>explaining the ideas in the Declaration on the Rights of Indigenous Peoples (2007) and discussing how it influences calls for change in the engagement with First Nations peoples in places such as Australia, Canada and the United States (AC9HH10K18_E3)</p> <p>examining Australia's responsibilities as a signatory to the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and how this continues the legacy of First Nations Australians rights and freedoms (AC9HH10K18_E4)</p>	

The globalising world	the effects of significant post-World War II world events, ideas and developments on one major global influence that influenced change in Australian society (AC9HH10K19)	examining how the Cold War affected popular culture in Australia, including music, film and sport (AC9HH10K19_E1)
		investigating the nature of the waves of migration (for example, from Europe in the 1950s–1960s; from different parts of Asia in the 1970s, 1980s, 1990s and 2000s; from the Middle East in the 1980s–1990s; from India in the 1990s–2000s; or from Africa in the 2000s), the numbers of migrants from those countries since World War II and the reasons for those migrations, such as the effects of war, economic downturns or social upheaval (AC9HH10K19_E2)
		discussing the effects of nuclear proliferation and M.A.D in raising concerns about the environment (AC9HH10K19_E3)
		explaining reasons why the United Kingdom conducted 12 major nuclear weapons tests in Australia between 1952 and 1957 at the Montebello Islands, Emu Field and Maralinga and why opposition to the testing grew in the 1950s (AC9HH10K19_E4)
	causes and effects of the significant events and developments of the major global influences on Australia (AC9HH10K20)	analysing the causes and conditions for cultural development and the effects on Australian society such as the post-World War II baby boom and the resulting effect of the development of youth culture in the 1960s (AC9HH10K20_E1)
		investigating America’s cultural influences, such as arrival of television for the Melbourne Olympics (1956) and Bill Haley’s Australian tour (1957) (AC9HH10K20_E2)
		comparing and contrasting views on the values and beliefs of rock ‘n’ roll, film and television across time, age and gender, such as issues of conservatism and rebellion, the challenge to established ideas and national identity (AC9HH10K20_E3)
		analysing the causes and conditions that led to increased migration to Australia and changing public opinion and government policy, such as the publication of the mass murder of the Holocaust or the plight of refugees in war-ravaged Europe (AC9HH10K20_E4)
	explaining the reasons for changes in government policy, such as the introduction of the Displaced Persons Scheme in the aftermath of World War II and the impact of the Vietnam War and Indochinese refugees (AC9HH10K20_E5)	

<p>changing social, political, economic, cultural, environmental and technological conditions of a major global influence in Australia (AC9HH10K21)</p>		<p>analysing the causes and conditions that led to the environment movement and its effects on changing public opinion and improving the environment, such as rapid population increase, urbanisation, increases in industrial production and trade (AC9HH10K20_E6)</p>
		<p>outlining the key events and campaigns that contributed to popular awareness of environmental issues, such as the publication of the 'Big Blue Marble' photo taken from Apollo 8 (1968), the establishment of Greenpeace to protest against nuclear testing in Alaska (1971), the protests against the Franklin Dam (1982) and the full campaign to prevent the damming of the Gordon River, the sinking of Greenpeace's <i>Rainbow Warrior</i> (1985), the Chernobyl nuclear plant meltdown (1986), the <i>Exxon Valdez</i> oil tanker spill (1989), and the Jabiluka mine controversy (1998) (AC9HH10K20_E7)</p>
		<p>investigating the impact of early texts that warned about environmental change, for example, <i>Silent Spring</i> by Rachel Carson (1962), <i>Don't It Make You Want To Go Home</i> by Joe South (1970), Mother Earth News magazine in 1970, Mercy Mercy Me (The Ecology) lyrics by Marvin Gaye (1971) (AC9HH10K20_E8)</p>
		<p>identifying American and Asian influences on Australian popular culture since World War II, such as through mainstream and Hollywood and Bollywood films and the animation film industry in China and Japan (AC9HH10K21_E1)</p>
		<p>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, such as the Seekers and Kylie Minogue from Melbourne, the Easybeats and INXS from Sydney, the Bee Gees, The Saints and the Go-Betweens from Brisbane and 'Crocodile Dundee' (1986) (AC9HH10K21_E2)</p>
		<p>describing significant examples of continuity and change in beliefs and values, such as democratic ideals, religious beliefs, egalitarianism (AC9HH10K21_E3)</p>
		<p>describing the main features of a government policy that affected migration to Australia, such as the government's 'populate or perish' policy and the elimination of the White Australia Policy (AC9HH10K21_E4)</p>
		<p>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 (AC9HH10K21_E5)</p>
	<p>investigating policies of multiculturalism since the 1970s and the concepts of cultural heritage and assimilation (AC9HH10K21_E6)</p>	

	<p>analysing post-World War II population growth and the development of Australia's culturally diverse society using different types of graphs (AC9HH10K21_E7)</p> <p>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 (AC9HH10K21_E8)</p> <p>explaining the significance of ideas about the environment, such as Gaia theory, the limits of growth, sustainability and rights of nature (AC9HH10K21_E9)</p> <p>investigating a range of environmental effects such as the flooding of Lake Pedder in Tasmania, deforestation in Indonesia, the decline of the Aral Sea, the <i>Exxon Valdez</i> oil spill, the whaling industry (AC9HH10K21_E10)</p> <p>explaining events such as the struggle over American, British and French nuclear weapon testing in the Pacific from 1946 to 1996 or the sinking of the <i>Rainbow Warrior</i> in 1985 (AC9HH10K21_E11)</p> <p>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) (AC9HH10K21_E12)</p>
<p>continuities and changes in perspectives, responses, beliefs and values that have influenced the Australian way of life (AC9HH10K22)</p>	<p>comparing and contrasting generational perspectives on rock 'n' roll (AC9HH10K22_E1)</p> <p>using historical sources to track changing perspectives over time (AC9HH10K22_E2)</p> <p>interviewing a selection of relatives about their experiences in their teens in the 50s, 60s, 70s and 80s, tracking the changing perspectives and suggesting reasons for these changes (AC9HH10K22_E3)</p> <p>describing significant examples of continuity and change in beliefs and values, such as democratic ideals, religious beliefs or egalitarianism (AC9HH10K22_E4)</p> <p>using sources to analyse the changing attitudes in the 60s, 70s and 80s to the arrival of migrants (AC9HH10K22_E5)</p> <p>analysing the arguments for and against the White Australia Policy between 1964 and 1973 (AC9HH10K22_E6)</p> <p>discussing the contribution of migration to Australia's changing identity as a nation (for example, the influence of different cultural and religious groups with the arrival of different waves of migrants, such as those from Europe in the 1950s–1960s; from different parts of Asia in the 1970s, 1980s, 1990s and 2000s; from the Middle East in the 1980s–1990s; from India in the 1990s–2000s; or from Africa in the 2000s) (AC9HH10K22_E7)</p>

	<p>explaining the responses of governments and organisations to environmental threats, such as 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) (AC9HH10K22_E8)</p> <p>using perspectives to explain why environmental movements and the Australian Greens party gained increasing public voice (AC9HH10K22_E9)</p>
<p>the contribution of the global influence to Australia’s changing identity as a nation and to its international relationships (AC9HH10K23)</p>	<p>discussing the changing nature of the music, film and television industries in Australia during the post-war period, including the influence of overseas developments such as rock ‘n’ roll, disco, punk, grunge and other music genres; Hollywood, Bollywood and the animation film industry in China and Japan on Australian film; and the development of satellite broadcast on television (AC9HH10K23_E1)</p>
	<p>investigating Australia’s contribution to international popular culture in music, film, television and sport (AC9HH10K23_E2)</p>
	<p>discussing the contribution of migration to Australia’s international relationships, such as a shift in focus from relationships with the UK and Europe to greater engagement with the Asia-Pacific region (AC9HH10K23_E3)</p>
	<p>evaluating the level of change to Australian identity from the start to the end of the period 1945–present brought about by migration (AC9HH10K23_E4)</p>
	<p>evaluating the Australian government’s response to environmental threats including deforestation and climate change (AC9HH10K23_E5)</p>
	<p>discussing what influence the rise of the Australian Greens party has had on shaping Australian government policies on environmental threats, including deforestation and climate change (AC9HH10K23_E6)</p>
	<p>investigating how international organisations, such as Conservation International, Greenpeace, the Environmental Defense Fund, The Nature Conservancy, Ocean Conservancy, the World Resources Institute and the World Wildlife Fund, advocate to change government policies around environmental threats, including deforestation and climate change (AC9HH10K23_E7)</p>
	<p>discussing the impact of the United Nations on responding to environmental threats, including climate change, such as the United Nations Framework Convention on Climate Change (1992), the Kyoto Protocol (1997), the Copenhagen Accord (2009), the Paris Agreement (2016) (AC9HH10K23_E8)</p>

	different historical interpretations and contested debates during the second half of the 20 th century (AC9HH10K24)	<p>discussing the concept of popular culture and how it influenced First Nations Australians to become provocative, such as the development of cultural performing arts, for example, the Bangarra Dance Theatre in advancing First Nations Australians' cultures, beliefs, and stories and issues through dance and music (AC9HH10K24_E1)</p> <p>discussing the debate over multiculturalism that arose in the 1980s (AC9HH10K24_E2)</p> <p>discussing the debate over the government policy of mandatory detention of asylum seekers, including its development over time from the Keating government to the present day (AC9HH10K24_E3)</p> <p>discussing the global debate over the use of nuclear energy from 1960s–present and its change over time, including the effects of nuclear disasters such as Three Mile Island (1979), Chernobyl (1986) and Fukushima Daiichi (2011) on the debate (AC9HH10K24_E4)</p> <p>analysing the change in debate about climate change over time from the 1960s–present (AC9HH10K24_E5)</p>
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Asking historical questions	develop different kinds of questions about the past (AC9HH10S01)	<p>identifying, planning and investigating specific historical question or issues (AC9HH10S01_E4)</p> <p>developing questions about aspects of the past that require historical argument (AC9HH10S01_E5)</p>
	evaluate and refine these questions (AC9HH10S02)	<p>changing a key question or related questions in an inquiry depending on the suitability of the sources available (AC9HH10S02_E2)</p> <p>determining whether a key question or related questions are too broad or narrow given the requirements of the investigation (AC9HH10S02_E3)</p>

Sequencing chronology	sequence significant events in chronological order to inform analysis of cause and effect (AC9HH10S03)	using interactive timelines to explore the various manifestations or effects of an event in different geographical locations (AC9HH10S03_E3)
		organising a range of primary sources in chronological order to support the development of a historical argument about significant causes (AC9HH10S03_E4)
		placing in sequence the main ideas, actions and individuals of an event and drawing links between them (for example, the Freedom Rides campaigns in the United States and Australia and explaining the links between the two campaigns) (AC9HH10S03_E5)
	evaluate the broad patterns of continuity and change over the period to demonstrate the relationship between events, ideas, people, groups, movements and developments (AC9HH10S04)	explaining the links between the continuities over the period of time, such as the experiences and treatment of First Nations Peoples of Australia, women and migrants (AC9HH10S04_E3)
		evaluating the extent to which changes in the era, period or society showed progress or decline (AC9HH10S04_E4)
Using historical sources as evidence	locate and identify relevant primary and secondary sources of evidence such as archaeological, written and audio-visual sources (AC9HH10S05)	selecting relevant and useful historical sources from data bases such as Trove and state libraries (AC9HH10S05_E4)
		identifying information in a primary or secondary source that matches the historical questions being asked (AC9HH10S05_E5)
		reviewing multiple primary or secondary sources before selecting the one/s that are most pertinent to the historical research being conducted (AC9HH10S05_E6)
		locating sources for recording oral histories (for example, Vietnam War veterans, recent migrants) (AC9HH10S05_E7)
	describe the origin and content, and explain the purpose and context, of	explaining the historical context of a source and identifying any gaps or inaccuracies in the source (AC9HH10S06_E6)
	using the student's own historical knowledge to interpret primary written sources (AC9HH10S06_E7)	

primary and secondary sources (AC9HH10S06)	analysing the intent of the author and purpose of the source (AC9HH10S06_E8)
	describing stylistic elements of sources to inform meaning of sources, such as artistic or architectural style (AC9HH10S06_E9)
	using features of the source and historical knowledge to determine the purpose of the source (AC9HH10S06_E10)
analyse and corroborate primary and secondary sources for use as evidence (AC9HH10S07)	developing a set of questions that support student's analysis of sources (AC9HH10S07_E4)
	combining historical data from a range of sources to explain the significant changes in society (AC9HH10S07_E5)
	determining whether or not the information in one historical source can be verified by information in another historical source (AC9HH10S07_E6)
	corroborating a range of historical sources identifying similarities, differences and inconsistencies (AC9HH10S07_E7)
evaluate the usefulness and reliability of sources for use as evidence in a historical argument (AC9HH10S08)	identifying absent perspectives for sources and the extent that this may affect usefulness (AC9HH10S08_E5)
	identifying the bias of the author and the intent of a source and the extent that this may affect reliability (AC9HH10S08_E6)
	determining the usefulness of sources by corroborating with other sources of information (AC9HH10S08_E7)
	understanding that the reliability and usefulness of a source depends on the questions asked of it, such as an account having a particular historical perspective and therefore of use in revealing past prevailing attitudes (AC9HH10S08_E8)
	providing evidence to support historical arguments about utility and reliability (AC9HH10S08_E9)
compare different perspectives of people in the past and evaluate	using a range of sources to identify different perspectives and constructing an argument about the experiences of people at the time (AC9HH10S09_E4)
	explaining why some perspectives in the past may not have been recorded (AC9HH10S09_E5)

		how these perspectives are influenced by significant events, ideas, location, beliefs and values (AC9HH10S09)	analysing the views of men and women at different times regarding gender equality in Australia and explaining how these views might reflect changing values and attitudes (AC9HH10S09_E6)
			highlighting the changes in perspectives, if any, about a historical event after it occurred, including women, men, children, ethnic groups, indigenous peoples and minority groups (AC9HH10S09_E7)
		evaluate different historical interpretations (including their own) and contested debates (AC9HH10S10)	exploring contested debates in history such as the Brisbane Line, reds under the bed and McCarthyism (AC9HH10S10_E5)
		comparing interpretations and evaluating differences (AC9HH10S10_E6)	
		analysing the way historians have changed the way they interpret the event under investigation over time, such as a change in view with the discovery of more sources (AC9HH10S10_E7)	
	Analysing causes and effects	analyse the short and long causes and the intended and unintended effects of significant events and development (AC9HH10S11)	analysing the multiplicity of causes and effects that may have a varying of influence and rank according to their significance and justifying ranking (AC9HH10S11_E4)
constructing an explanation using sources of evidence to support the analysis of a significant individual, event and/or cultural achievement (AC9HH10S11_E5)			
Identifying continuity and change	identify and explain patterns of continuity and change in the development of the modern world and Australia (AC9HH10S12)	using sources of evidence (perspectives and interpretations) to identify continuity and changes (AC9HH10S12_E3)	
		organising changes of everyday life into conditional factors and/or ranking them according to the significance of the change (AC9HH10S12_E4)	
Evaluating historical significance	develop, refine and use criteria to evaluate historical significance (AC9HH10S13)	identifying a significant event, person or idea and evaluating its significance using the criteria of importance, profundity, quantity, durability and relevance (AC9HH10S13_E5)	
		developing new or refined criteria to evaluate historical significance (AC9HH10S13_E6)	

	evaluate the historical significance of an event, idea, individual, group, movement or site (AC9HH10S14)	explaining the extent changes to society were significant using evidence (AC9HH10S14_E3)
Communicating	use a range of communication forms to develop a historical argument about the past using evidence from a range of primary and secondary sources (AC9HH10S15)	developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available (AC9HH10S15_E5)
		using the most appropriate form of communication to present a historical argument based on the requirements of the argument, such as essay, oral presentation, debate, interactive digital or non-digital display, online conference or forum (AC9HH10S15_E6)

GEOGRAPHY YEARS 7–10

Rationale

In a world of increasing global integration and international mobility, it is critical to sustainability and human wellbeing that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop digital literacy skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

Through the study of Geography, students become informed and responsible local and global members of the community who act ethically to sustain natural and social environments, and engage in the global community, particularly with Australia's neighbours in the Asia region or Indo-Pacific regions.

Aims

The Australian Curriculum: Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, our neighbours in the Asia region or Indo-Pacific regions and the world
- the ability to inquire and think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical skills
- as informed and responsible local and global members of the community who act ethically to sustain and improve natural and social environments, and engage in the global community, particularly with our neighbours in the Asia region or Indo-Pacific regions.

Organisation of the learning area

Content structure

The Australian Curriculum: Geography is presented in year levels for knowledge and understanding and bands for skills from Year 7 to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Each year level includes example inquiry questions that provide a framework for developing students' geographical knowledge and understandings, and skills.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. In Geography, the knowledge and understanding content descriptions are presented in year levels and the skills are presented in bands. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

The Years 7–10 Australian Curriculum: Geography is organised into two interrelated strands:

- Geographic knowledge and understanding
- Geographic skills.

Under each strand, curriculum content is further organised into sub-strands.

It is expected that all sub-strands are studied in each year level in Years 7 and 8 and if taught in Years 9 and 10. The sub-strands can be taught separately or together through the exploration of a contemporary issue.

Geographical knowledge and understanding strand

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

the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems. In Years 7–10, students build on their understanding of place, space, environment, interconnection, change and sustainability and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations. These concepts are the key ideas involved in teaching students to think geographically in the Australian Curriculum: Geography.

The two sub-strands in geographical knowledge and understanding are: Physical and Environmental Geography and Human Geography. Within these sub-strands are topics for each level.

Geographical skills strand

Geographical skills are the techniques that geographers use in their investigations, both in primary research or fieldwork and using secondary sources in the classroom. Students learn to inquire and think critically about the methods they use to investigate geographical phenomena and challenges.

Key skills include asking questions, locating sources, recording and representing data and information using geographical tools and spatial technologies, interpreting and analysing data and information, evaluating and decision-making, proposing individual and collective action, and communicating conclusions.

The Geographical skills strand comprises four sub-strands:

- **Investigating using geographical methods** – Applying geographical concepts to develop questions, using primary research or fieldwork, locating and selecting a range of secondary sources, evaluating secondary sources for relevance, reliability, bias and a range of perspectives, and using ethical protocols
- **Interpreting and analysing geographical data and information** – Using quantitative and qualitative methods to make sense of representations of data and information and developing conclusions by finding similarities and differences, patterns and trends within distributions, making generalisations, predicting trends, inferring relationships and identifying anomalies at different scales
- **Concluding and decision-making** – Synthesising data, information and perspectives from various sources, to draw and justify conclusions, propose strategies for individual and community action that consider environmental, economic, social and other factors, and explain the expected outcomes and consequences
- **Communicating** – Communicating and justifying conclusions using geographical concepts and knowledge, a range of digital and non-digital formats or types of text appropriate to the purpose and audience, and acknowledgement of sources.

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

The core concepts for Geography are:

- **Place** – Areas of the earth’s surface examined at different spatial levels, shaped by environmental processes and human actions over time and given meaning by people
- **Space** – The significance of location and distribution at different spatial levels, and the ways people organise and manage spaces
- **Environment** – The natural, constructed and sustainably managed features of the environment and the important interrelationships between humans and the environment
- **Scale** – The way that geographical phenomena and processes can be examined at different spatial levels
- **Change** – The importance of understanding change in environmental and human processes and cause-and-effect relationships for sustainability
- **Interconnection** – Interactions within and between systems such as social systems and natural systems, at different spatial levels
- **Sustainability** – The capacity of the environment to continue to support our lives and other living creatures into the future, and the ways people contribute through individual and community actions to a sustainable and just future.

See Figure 2.

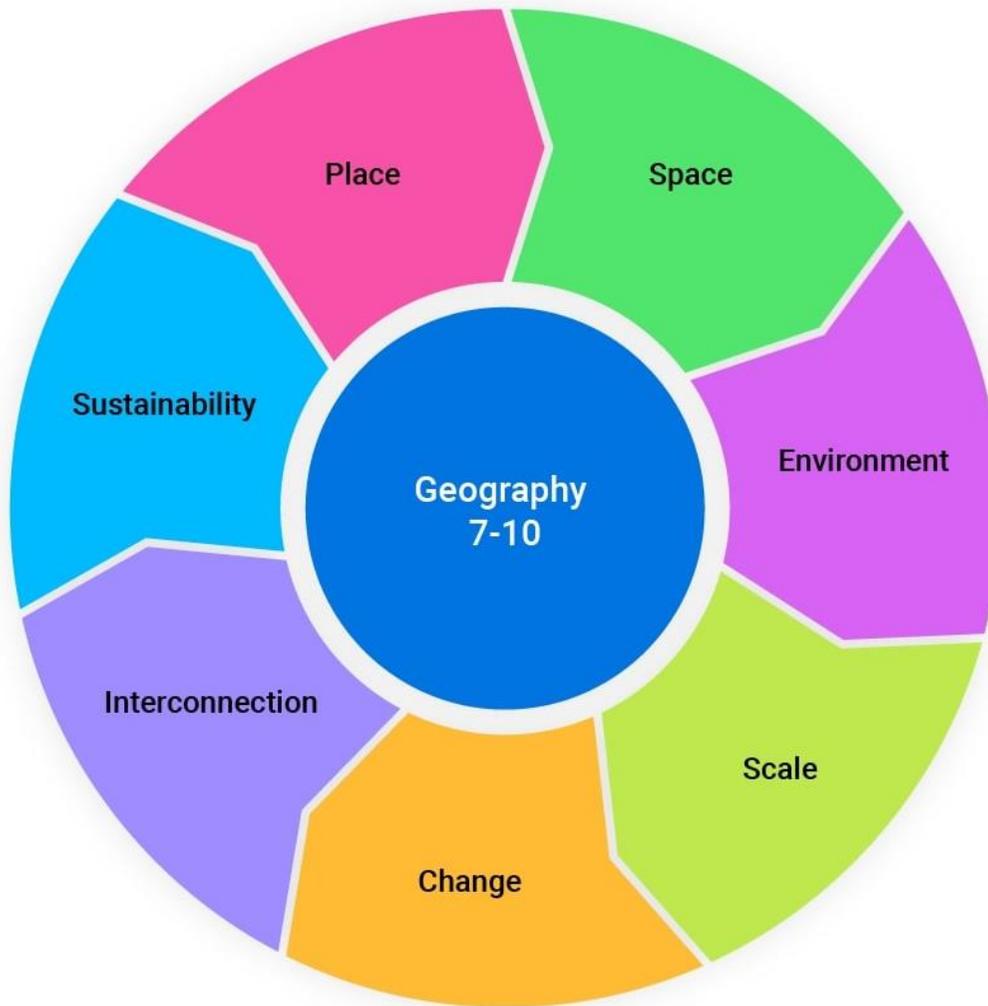


Figure 2: Core concepts for Geography

Curriculum elements

Year 7

Year level description

Water in the world

This topic examines the many uses of water, 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. Students explore 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 environmental resources in different ways and that the environment has its specific hazards.

'Water in the world' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on physical and environmental geography.

It is suggested that studies be drawn from Australia, the countries of Asia, including countries from West Asia, and/or countries of North Africa.

Place and liveability

This topic examines human geography through a focus on the factors that influence the decisions people make about where to live, perceptions of liveability, and the idea that places provide us with the services and facilities needed to support and enhance our lives. It develops students' ability to develop strategies to enhance the liveability of places. .

'Place and liveability' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale through an investigation of liveability. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on human geography.

It is suggested that the liveability of places is investigated using studies drawn from Australia and Europe.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' geographical knowledge, understandings and skills.

- 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?

Achievement standard

By the end of Year 7, students describe how the interactions of people and environmental processes influence the characteristics of places. They describe the importance of environmental resources. They explain the interconnections between people, places and environments and identify how these interconnections influence people and change places and environments. Students describe responses or strategies to improve the sustainability or liveability of places and environments.

In response to observations or experiences with geographical phenomena or challenges, students develop questions and use primary research methods and secondary research materials to collect relevant data, information and perspectives. They record and represent geographical data and information in a range of formats, including tables and graphs. They interpret and analyse data and information to identify similarities and differences and describe patterns in distributions. In response to a geographical phenomenon or challenge, they draw conclusions using geographical concepts to develop a strategy. Students communicate conclusions, use geographical concepts and types of text appropriate to purpose and audience, and acknowledge materials.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding Physical and environmental geography	classification of environmental resources, the forms that water takes as it connects and changes places and environments (AC9HG7K01)	classifying resources into renewable, non-renewable and continuous resources, and identifying examples of each type (AC9HG7K01_E1) 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 (AC9HG7K01_E2) explaining the environmental, economic or social effects of water as it connects people and places (for example, the environmental effects of water diversion in the Snowy Mountains, the economic effects of irrigation in the Ord River or the ways the Mutitjulu waterhole connects people in Central Australia) (AC9HG7K01_E3)
	the quantity and variability of Australia's water resources, compared with other continents (AC9HG7K02)	applying knowledge of the causes of rainfall to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall (AC9HG7K02_E1) comparing the spatial distribution of rainfall in Australia with the distribution of that of other continents, identifying the usefulness of the data (AC9HG7K02_E2)

	the nature and distribution of water scarcity, its impacts, and strategies to improve the sustainability of places, including studies drawn from Australia and West Asia and/or North Africa (AC9HG7K03)	comparing the distribution of water scarcity in Australia with a country in West Asia and/or North Africa, identifying the usefulness of the data (AC9HG7K03_E1)
		identifying 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) with reference to Australia and a country in West Asia and/or North Africa (AC9HG7K03_E2)
		examining the environmental, economic and social impacts of water scarcity and why water is a difficult resource to manage and sustain (for example, because of its shared and competing uses and variability of supply over time) (AC9HG7K03_E3)
		evaluating strategies to overcome water scarcity (for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter-regional transfer of water and trade in virtual water, and reducing water consumption) for their effectiveness (AC9HG7K03_E4)
	the ways environmental processes cause atmospheric or hydrological hazards, affect places, environments and people, and responses from communities and government (AC9HG7K04)	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 (AC9HG7K04_E1)
		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 (AC9HG7K04_E2)
Human geography	factors that influence the decisions people make about where to live, including their perceptions of the liveability of places and the importance of	explaining how the economic, spiritual, aesthetic or cultural values of places affect choices about where to live (for example, economic – working for industries located in remote and very remote places; spiritual – meanings attributed to places; aesthetic – adolescent 'bright lights' attraction or retiree tree change; or culture – connections for cultural groups) (AC9HG7K05_E1)
		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 (AC9HG7K05_E2)
		comparing student access to and use of places and spaces in their local area and evaluating how this affects perceptions of liveability (AC9HG7K05_E3)

environmental resources (AC9HG7K05)	discussing that many First Nations Peoples of Australia choose to live on their Country/Place or might prefer to if they had the choice (AC9HG7K05_E4)
	using primary research methods or secondary research materials to examine the influence of environmental resources on decisions people make about where to live (for example, access to clean land, air and water, views, recreation and favourable climate) (AC9HG7K05_E5)
	explaining the importance of the responsible use of environmental resources, and the maintenance of clean air, water and soils to the liveability of places, now and into the future (AC9HG7K05_E6)
variations in the distribution and location of services and facilities and implications for liveability of Australia's cities and rural and remote communities (AC9HG7K06)	comparing accessibility to, and availability of, a range of services and facilities (for example, access to clean water, sanitation, education and health services) between different types of settlements (urban, rural, remote and very remote) in Australia and other countries (AC9HG7K06_E1)
	explaining the role transport plays in people's ability to access services and participate in activities in the local area (AC9HG7K06_E2)
	comparing transportation and accessibility in Australian cities with rural and remote places (AC9HG7K06_E3)
	analysing the spatial distribution of services and facilities in Australia to infer relationships (for example, using aerial images of contrasting places in Australia such as inner and outer suburbs, rural and remote) (AC9HG7K06_E4)
the cultural connectedness of people to Country/Place and particular environments, especially First Nations Australians, and how this influences their identity and belonging (AC9HG7K07)	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 place (AC9HG7K07_E1)
	identifying alternative perspectives from primary or secondary research to explain the extent to which people in their community are socially connected or socially isolated and its effect on perceptions of liveability (AC9HG7K07_E2)
	explaining the connectedness First Nations People of Australia have to a number of places through family, Country/Place, dispossession, relocation and employment (AC9HG7K07_E3)

		<p>sustainability strategies used to enhance the liveability of place, especially for young people, the aged or those with disability, including studies from Australia and Europe (AC9HG7K08)</p>	<p>using primary research methods or secondary research materials to identify methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality (AC9HG7K08_E1)</p> <p>developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area) or traditional owners (for example, developing bilingual signage or First Nations Peoples of Australia garden projects in the local area) (AC9HG7K08_E2)</p> <p>evaluating the effectiveness of strategies implemented in Australia or the countries of Europe to improve the liveability of a place, and decide on their applicability to their own locality (AC9HG7K08_E3)</p>
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>	
Skills Investigating using geographical methods	<p>plan how to investigate a geographical phenomenon or challenge by developing questions, identifying primary research methods and secondary research materials, and using ethical protocols (AC9HG8S01)</p>	<p>developing inquiry questions to investigate why a geographical phenomenon has changed or a challenge may arise (for example, the causes of water scarcity in different places or measuring the liveability of a place and the factors affecting the liveability of a place) (AC9HG8S01_E1)</p>	
		<p>planning and conducting an information search about the cultural value of water in a country in Asia (for example, using search terms such as ‘cultural value of the Ganges River’ for Hindus in India or ‘World Heritage Sites related to water and their cultural significance’ for the Leshan Giant Buddha in China carved into a cliff where the dangerous currents of three rivers meet) (AC9HG8S01_E2)</p>	
		<p>using protocols for consultation with communities of First Nations Peoples of Australia, when planning and conducting investigations (AC9HG8S01_E3)</p>	
		<p>using primary research methods to collect original materials (for example, interview and survey data, measurements, photographs, annotated field sketches, diagrams and statistics) (AC9HG8S01_E4)</p>	
		<p>using secondary research methods to collect materials with different viewpoints (for example, print and online publications and resources such as newspapers, journals, magazines, photographs and images), using advanced search functions (for example, ‘allintitle: community opinion on water scarcity in Australia’ or ‘Australia’s most liveable city’) and targeted criteria (for example, ‘perspectives on the extent of water scarcity in Australia’ or ‘ideas to improve the liveability of places’) (AC9HG8S01_E5)</p>	

	evaluate data and information from primary research methods and secondary research materials for relevance, reliability and perspectives (AC9HG8S02)	evaluating research materials for relevance (for example, how will the data help answer the inquiry question), reliability (for example, how and when it was collected, by whom and for what purpose) and perspectives (for example, responses to a hydrological hazard or factors influencing decisions people make about where to live) (AC9HG8S02_E1)
		using a range of geographical tools to examine perspectives, identifying the assumptions that underpin them (for example, a range of viewpoints on access to water in different places in relation to quantity and quality) (AC9HG8S02_E2)
	select, record and represent geographical data and information using geospatial technologies as appropriate in a range of digital and non-digital formats, including field sketches, tables, graphs and maps at different scales that conform to cartographic conventions (AC9HG8S03)	using geographical tools to customise the presentation of relevant and reliable data and information (for example, applying primary research to the design of a questionnaire or survey on what is meant by liveability with results presented in a table or graph, or using secondary sources to investigate the importance of the environment) (AC9HG8S03_E1)
		representing data by selecting and using geographical tools to infer relationships by using computer mapping (for example, to show the spatial distribution of conflict related to the liveability of a place or to infer relationships between a hydrological hazard that occurs in Australia with another country in the Asia region such as cyclones, droughts or floods) (AC9HG8S03_E2)

Interpreting and analysing geographical data and information	interpret and analyse geographical data and information using digital and geospatial technologies where appropriate to identify similarities and differences, explain patterns and trends in distributions, and infer relationships (AC9HG8S04)	<p>analysing data and information by selecting and using fieldwork to infer relationships and make predictions (for example, using surveys and interviews to identify community attitudes or perceptions about the extent of services and facilities in Australia's cities compared with remote communities) (AC9HG8S04_E1)</p> <p>analysing data and information to infer relationships and make predictions (for example, using graphs, weather maps and satellite images to examine the temporal and spatial patterns of a selected hydrological hazard or using aerial images of contrasting places in Australia such as inner and outer suburbs, rural and remote, to identify differences in housing density) (AC9HG8S04_E2)</p> <p>combining knowledge with new ideas to develop new explanations (for example, using digital maps to show the relationship between the location of places, water resources (surface and groundwater) and economic activities) (AC9HG8S04_E3)</p>
	apply geographical concepts to draw conclusions based on the analysis of the data and information collected and identify perspectives (AC9HG8S05)	<p>reviewing the results of an analysis, considering perspectives and proposing 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 (AC9HG8S05_E1)</p> <p>drawing conclusions by reflecting on ethical decisions (for example, individual, community and government understanding of causes and impacts of water scarcity or the impacts of declining water quality on people and the liveability of places) (AC9HG8S05_E2)</p>
	identify and evaluate a strategy for individual and collective action in relation to environmental, economic, social or other factors and explain expected outcomes (AC9HG8S06)	<p>proposing individual action supported by reasons in response to a geographical phenomenon or challenge, (for example, reducing the individual water footprint or walking, cycling or using public transport for a more environmentally liveable place) (AC9HG8S06_E1)</p> <p>proposing collective action supported by reasons in response to a geographical phenomenon or challenge (for example, developing guidelines for conserving water use at school to promote awareness of levels of water usage for a community over time especially during droughts, and planning sustainable and liveable cities such as the ecopolis) (AC9HG8S06_E2)</p> <p>evaluating the effectiveness of a strategy in relation to environmental, economic and social factors (AC9HG8S06_E3)</p>
Concluding and decision-making		

Communicating		reflecting on personal values and attitudes and how these influence responses (for example, the effects of personal factors such as availability of technology and infrastructure on what is perceived as a liveable place or conflicting cultural and economic uses of water by people) (AC9HG8S06_E4)
	communicate conclusions using geographical language and types of text appropriate to purpose and audience, and acknowledge materials (AC9HG8S07)	explaining the causes, effects and responses to a geographical phenomenon or challenge (for example, to propose actions to ensure future water security or liveability) (AC9HG8S07_E1)
		orienting the audience to the topic and using geographical concepts and terms to provide accurate and explicit information about a preferred strategy and expected outcomes (for example, planning liveable streets and sustainable cities in Australia and the Asia region) (AC9HG8S07_E2)
		using graphic representations of data and information (for example, a climate graph or a map showing water usage) and research (for example, a graph showing water usage over time and at different places and a graph measuring liveability indexes for different places in Australia and other countries, or a map indicating water scarcity in Australia, West Asia and Africa and a map illustrating places where liveability is difficult and dangerous due to environmental factors) (AC9HG8S07_E3)

Year 8

Year level description

Landscapes and landforms

This topic focuses on investigating geomorphology through a study of landscapes and their landforms. Students examine the processes that shape significant landforms, hazards associated with landscapes and management of landscapes. The values and meanings placed on landforms by diverse cultures, including First Nations Peoples of Australia are explored.

'Landscapes and landforms' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on physical and environmental geography.

It is suggested that distinctive aspects of landscapes and landforms are investigated using studies drawn from Australia and throughout the world.

Changing nations

This topic investigates the changing human geography of countries, as revealed by shifts in population distribution. Students explore how the process of urbanisation changes economies and societies. 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. They investigate the reasons for urban concentration as well as how the redistribution of population resulting from internal and international migration reinforces urban concentration. The unit concludes with a focus on the effect of sustainability strategies on Australia's urban areas.

'Changing nations' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale. While each unit incorporates both human and environmental geography, this unit has a stronger focus on human geography.

It is suggested that studies are drawn from Australia, the United States of America and China.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' geographical knowledge, understandings and skills.

- 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?

Achievement standard

By the end of Year 8, students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how places are perceived and valued differently by people. They describe the effects of change on the quality of the environment. They explain interconnections within environments and between people and places. Students explain the effect of responses or sustainability strategies on change to places and environments.

In response to observations or experiences with geographical phenomena or challenges, students use concepts to develop questions and identify a range of primary research methods and secondary research materials to select and compare relevant and reliable data, information and perspectives. They record and represent geographical data and information in a range of digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They interpret and analyse data and information to describe patterns and trends in distributions and infer relationships. In response to a geographical phenomenon or challenge, they draw reasoned conclusions using geographical concepts to identify perspectives, make predictions and develop and decide on a strategy. Students communicate conclusions, use geographical concepts and types of text appropriate to purpose and audience, and acknowledge materials.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and Understanding Physical and environmental geography	the geomorphological processes that produce landscapes and significant landforms, including	explaining the diversity of landscapes (for example, wetlands, grasslands, forests and cold and hot deserts) and landforms at the national scale (for example, mountains: Himalayan Mountains – Nepal; grasslands: Serengeti – Tanzania; forests: Amazon – Brazil; cold deserts: Antarctica; and hot deserts: Gobi – China) (AC9HG8K01_E1)
	Country/Place of spiritual, aesthetic and cultural value to First Nations	mapping the distribution of landscapes and major landforms at the national scale (for example, mountains or rivers) (AC9HG8K01_E2)
	People of Australia and other groups, and the effect of sustainability strategies (AC9HG8K01)	explaining how tectonics, volcanism, folding, faulting, chemical weathering and physical weathering such as erosion, transportation and deposition shape places at the local scale (for example, folding: MacDonnell Ranges, Northern Territory, Australia; faulting: St Andreas Fault, California, USA; and volcanism: Krakatoa, Indonesia) (AC9HG8K01_E3)
		explaining the effects of rock type (for example, sedimentary – igneous and metamorphic; chemical weathering – oxidation and solution; physical weathering – exfoliation and frost wedging), and erosion, transportation and deposition of water and wind on a selected landform at the local scale (for example,

		<p>Fraser Island, Queensland formed by wind, waves and ocean currents, or the Twelve Apostles, Victoria formed by erosion, tides and ocean currents) (AC9HG8K01_E4)</p>
		<p>explaining examples of the formation of landforms, interconnections with people and environments, and significance for people with reference to Aboriginal Dreaming stories and Legends of the Torres Strait (AC9HG8K01_E5)</p>
	<p>the distribution of Australia's distinctive landscapes, compared with a country in Asia, and consequences (AC9HG8K02)</p>	<p>interpreting and describing the distribution of significant landscapes in Australia compared with another country (for example, grasslands in Arnhem Land in northern Australia compared to grasslands in Mongolia or a forest landscape such as tropical rainforests in northern Australia compared with Laos and Cambodia) (AC9HG8K02_E1)</p>
		<p>identifying iconic landscapes in Australia (for example, deserts in central Australia) and China (for example, the Yellow Mountains), and describing what makes them iconic (AC9HG8K02_E2)</p>
		<p>explaining examples of the names, meanings and the significance of landforms important to First Nations Peoples of Australia (for example, the Three Sisters in the Blue Mountains in NSW and Uluru-Kata Tjuta National Park in the Northern Territory) (AC9HG8K02_E3)</p>
	<p>the interconnections between human activity and geomorphological processes resulting in change to the characteristics of places and the quality of the environment (AC9HG8K03)</p>	<p>identifying the interconnections and effects of erosion and sedimentation produced by human activities, including farming and recreation, on the quality of the environment (for example, the interconnections between tourists climbing Mt Everest or constructing marinas in tourist regions in the Mediterranean Sea such as St Tropez, or interconnections between the production of cotton in China and palm oil in Indonesia and Malaysia on changing quality of the environment) (AC9HG8K03_E1)</p>
		<p>explaining the interconnections and effects of mining, quarrying and urban development on the quality of the environment (for example, uranium mining in Kakadu or gold mining in Johannesburg and urban development in Singapore or the extension of land area in Holland) (AC9HG8K03_E2)</p>
		<p>explaining the interconnections and effects of river regulation including dams, locks, channel straightening and drains, on the quality of riverine and wetland environments (for example, the Three Gorges Dam on the Yangtze River in China, canals and locks on the Erie Canal, USA, or the Lenin Volga-Don Shipping Canal in Russia) (AC9HG8K03_E3)</p>
		<p>identifying the contribution of the knowledges of First Nations People of Australia to the use and management of landforms and landscapes (for example, Indigenous Peoples Knowledge (IPK) incorporated</p>

		into modern management in diverse landscapes and landforms such as Kakadu, Uluru, the Great Barrier Reef and Snowy Mountains) (AC9HG8K03_E4)
	the causes and impacts of a geomorphological hazard on people, places and the environment, and the effect of responses (AC9HG8K04)	identifying the causes of a geomorphological hazard (for example, volcanic eruption, earthquake, tsunami, landslide, avalanche) (AC9HG8K04_E1)
		explaining how the effects caused by geomorphological hazards are influenced by social, cultural, economic, technological and political factors (for example, where people choose to live, poverty and lack of infrastructure and resources to prepare and respond) (AC9HG8K04_E2)
		reflecting on observations of a location where the environment has been altered by human activities to explain how the change has contributed to the occurrence of the geomorphological hazard (AC9HG8K04_E3)
		reflecting on the principles of prevention, mitigation and preparedness to explain how the harmful effects of geomorphological hazards or bushfires can be reduced by the implementation of a management strategy (AC9HG8K04_E4)
Human geography	causes of urbanisation and its impact on the quality of the urban environment drawing on a study of Indonesia or another country in Asia, including the economic, aesthetic and cultural value of place to people (AC9HG8K05)	identifying and explaining the difference between urban growth and urbanisation and how push-pull forces contribute to internal and international population movements and an increasing urban world (AC9HG8K05_E1)
		distinguishing between large cities and the rise of megacities at the national scale (for example, growth of large capital cities in Australia, Jabodetabek, a megacity in Indonesia, or Tokyo-Yokohama a mega urban corridor in Japan) (AC9HG8K05_E2)
		explaining how changes in economic conditions affect the characteristics of urban places (for example, population growth in a tourist community in coastal NSW such as Byron Bay, population decline in an industrial city such as Wollongong, or old industrial areas evolving into areas of urban renewal and urban villages in Green Square and Barangaroo, Sydney) (AC9HG8K05_E3)
		explaining the sensitive connections between urbanisation and economic and social opportunities (for example, the location of universities or sporting stadiums in capital cities such as Beijing or Singapore, or parliaments in capital cities such as Canberra or Tokyo) (AC9HG8K05_E4)

	explaining how urbanisation can positively or negatively affect the quality of the environment (for example, increases in carbon emissions on the streets of Beijing or increases in water consumption in New Delhi) (AC9HG8K05_E5)
differences in the distribution of urban settlements and urban concentrations between Australia and the United States of America, including their causes and consequences (AC9HG8K06)	explaining the causes of urban concentration at the national scale (for example, decline in biodiversity and increase in waste in Bangkok, increase in carbon emissions leading to a large carbon footprint in New York or decline in access to adequate clean water and development of slums in New Delhi) (AC9HG8K06_E1)
	interpreting and describing the relationship between population density and proximity to urban centres at the national scale (for example, higher population density towards the urban central business district (CBD) as centres of employment, education, culture and government, such as Brisbane, and declining towards the rural-urban fringe (core and periphery) (AC9HG8K06_E2)
the interconnections between people, places and environments enabling or constraining internal and international migration in Australia compared with a country in Asia (AC9HG8K07)	identifying and explaining the main types and patterns of internal and international migration (for example, permanent migration, temporary labour migration, student migration, forced migration (including refugees, illegal migrants and people smugglers) and family reunion) (AC9HG8K07_E1)
	explaining how new resource developments affect employment growth in both the resource regions and the cities and influence internal migration in Australia (for example, migration leading to population growth in mining areas such as Pilbara, Western Australia and Bowen Basin, North Queensland (AC9HG8K07_E2)
	explaining changing influences on migration over time (for example, chain migration related to connection to family, employment, education or health and circular migration involving short-term mobility related to visits to family or a cultural event) (AC9HG8K07_E3)
	identifying and explaining the patterns of temporary internal migration and permanent internal migration in China and the effects on the places of origin and destination (AC9HG8K07_E4)
	interpreting population data and describing the relationship between international migration and urban concentration within Australia and internal migration and urban concentration in China (AC9HG8K07_E5)
	exploring the connections between the cultural diversity of places and how they are affected by internal and international migration (for example, in Australia or Singapore) (AC9HG8K07_E6)

		the effect of sustainability strategies on Australia's changing urban places (AC9HG8K08)	explaining a strategy used by local, state and national governments to manage projected population growth in one of Australia's cities or regional urban centres, and identifying implications for sustainability (environmental, economic and social factors) and liveability (AC9HG8K08_E1)
			generating ideas for a strategy for more balanced distribution of urban population, such as decentralisation, using Canberra as an example (AC9HG8K08_E2)
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>	
Skills Investigating using geographical methods	plan how to investigate a geographical phenomenon or challenge by developing questions, identifying primary research methods and secondary research materials, and using ethical protocols (AC9HG8S01)	developing inquiry questions to investigate why a geographical phenomenon has changed or a challenge may arise (for example, 'How does urban development affect the sustainability of wetlands?' or 'Why is biodiversity declining in urban places?') (AC9HG8S01_E6)	
		planning an investigation of the processes responsible for the geographical phenomenon or challenge being studied at a range of scales (for example the process of erosion, transportation and deposition of glaciers (Himalayan Mountains) or rivers (Ganges River), the process of chemical weathering to form Karst landforms (Halong Bay Vietnam) or the processes of internal and international migration on the development of urban areas such as Sydney and Singapore) (AC9HG8S01_E7)	
		applying ethical research methods, including the use of protocols for consultation with the communities of First Nations People of Australia (for example, Dreaming stories on the formation, meaning and interconnections of Australian landscapes and landforms or the historical and contemporary mobile Indigenous People that reflects attachment to a number of places through family, Country/Place, dispossession, relocation and employment), when planning and conducting investigations (AC9HG8S01_E8)	
		applying primary research methods to identify original materials (for example, field observations including sketches or measurements) and compare findings to secondary research materials (AC9HG8S01_E9)	
		applying secondary research methods (for example, search functions such as 'allintitle: geomorphic hazards' or 'define: megacities') to identify relevant geographical information (AC9HG8S01_E10)	
		applying primary and secondary research methods to identify data (for example, digital and non-digital topographic maps and thematic maps to illustrate diverse landscapes and landforms or compound column graphs, population pyramids and census data to illustrate the distribution of the population) (AC9HG8S01_E11)	

		<p>applying primary and secondary research methods to identify different viewpoints (for example, print and online publications, newspapers, journals, magazines, photographs and images), using advanced search functions (for example, 'allintext: protection of Australian landforms' or 'allintext: consequences of urbanisation in Australia') (AC9HG8S01_E12)</p>
	<p>evaluate data and information from primary research methods and secondary research materials for relevance, reliability and perspectives (AC9HG8S02)</p>	<p>evaluating the relevance (for example, does the information reflect current thinking?) and reliability (for example, who is the author/s? Does the author reference other experts in the field?) of the data and information (AC9HG8S02_E3)</p> <p>identifying perspectives in secondary research materials and analysing the values or assumptions that underpin them (for example, conserving significant landscapes and landforms such as establishing nature reserves, national parks and wilderness areas or restoring historical or culturally significant urban areas) (AC9HG8S02_E4)</p> <p>analysing the dynamic relationship between individuals, communities (for example, communities within the Asia-Pacific), institutions (for example, non-government organisations), governments and diverse values (for example, high population density leading to slums and squatter settlements in over-urbanised centres in India versus controlled urban growth such as the Hukou system in China) (AC9HG8S02_E5)</p>
	<p>select, record and represent geographical data and information using geospatial technologies as appropriate in a range of digital and non-digital formats, including field sketches, tables, graphs and maps at different scales that conform to cartographic conventions (AC9HG8S03)</p>	<p>using geographical tools to customise the presentation of data and information (for example, creating annotated diagrams using data from Geoscience Australia to show the changes to a landform over time such as a volcano or coastal cliff, or showing the cultural and demographic diversity of First Nations People of Australia using digital mapping tools) (AC9HG8S03_E3)</p> <p>using geographical tools to infer relationships (for example, using a Global Positioning System (GPS) to construct a map illustrating the relationship between landforms such as mountains and plains, and landscapes like deserts, or contrasting the spatial distribution of population in Australia and/or China) (AC9HG8S03_E4)</p>

Interpreting and analysing geographical data and information	interpret and analyse geographical data and information using digital and geospatial technologies where appropriate to identify similarities and differences, explain patterns and trends in distributions, and infer relationships (AC9HG8S04)	using primary research or fieldwork to infer relationships (for example, using observations, field sketches, field measurements, questionnaires or interviews to explain the distribution of population in your local area and suggest possible causes, effects and trends) (AC9HG8S04_E4)
		using secondary research materials to analyse spatial distributions to infer relationships (for example, mapping of the cultural and demographic diversity of First Nations People of Australia infers relationships between specific landscapes and use and management, or flow maps indicating source and destination of international migration in the 21 st century and the causes and effects) (AC9HG8S04_E5)
		combining knowledge with new ideas to develop new explanations (for example, push and pull factors influencing migration in Australia and China or constructing seawalls to protect the Japanese coastline from future tsunamis) (AC9HG8S04_E6)
Interpreting and analysing geographical data and information	apply geographical concepts to draw conclusions based on the analysis of the data and information collected, and identify perspectives (AC9HG8S05)	adapting, combining or elaborating on known knowledge, skills and concepts with new ideas to develop an action or response (for example, developing environmental management schemes incorporating local Indigenous knowledge) (AC9HG8S05_E3)
		drawing conclusions by reflecting on ethical decisions (for example, using economic and social incentives to encourage international migrants to locate to less populated rural places in Australia as a method of changing urban coastal concentration) (AC9HG8S05_E4)
Concluding and decision-making	identify and evaluate a strategy for individual and collective action in relation to environmental, economic, social or other factors and explain expected outcomes (AC9HG8S06)	proposing individual action supported by reasons (for example, reducing waste ending in landfill, especially toxic e-waste causing degradation of landscapes, or reducing the large and expanding urban footprint by decreasing the consumption of energy resources as well as eating, working and buying locally) (AC9HG8S06_E5)
		proposing collective action supported by reasons (for example, promoting community awareness of the effects of human–environmental change on significant Australian landforms such as Uluru and the Great Barrier Reef, or encouraging the development of urban and peri-urban agriculture) (AC9HG8S06_E6)
		evaluating the effectiveness of a strategy in relation to environmental, economic and social factors (AC9HG8S06_E7)
		drawing on knowledge to explain reasons for decisions and choices (for example, considering the use of cultural burning to mitigate fire-risk and control fires) (AC9HG8S06_E8)

		reflecting on personal values and attitudes and how these influence responses (for example, applying sustainable design principles to urban redevelopment projects that provide green, open spaces for citizens) (AC9HG8S06_E9)
Communicating	communicate conclusions using geographical language, and types of text appropriate to purpose and audience, and acknowledge materials (AC9HG8S07)	communicating to explain and analyse the causes, effects and responses to a geographical phenomenon or challenge (for example, the push-pull factors contributing to high rural–urban migration in Indonesia and the influence of The Green Building Council on sustainable development projects) (AC9HG8S07_E4)
		orienting the audience to the topic, using geographical concepts and providing accurate and explicit information about strategies and expected outcomes (for example, alleviating the impact of a geological hazard such as volcanic eruptions, earthquakes, tsunamis, landslides and avalanches or eradicating slums in cities such as Dharavi in Mumbai) (AC9HG8S07_E5)
		selecting graphic representations of data (for example, a map showing the location of iconic landforms or flow maps showing the international movement of refugees) and research (for example, explanations about the causes and effects of a geographical phenomenon or challenge) and to re-enforce knowledge and understanding of the interconnections between people, places and the environment) (AC9HG8S07_E6)

Year 9

Year level description

Biomes and food security

The topic focuses on investigating the role of the biotic environment and its role in food and fibre production. Biomes as regions of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production are examined.

'Biomes and food security' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on physical and environmental geography.

It is suggested that these distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of interconnections

The topic 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.

'Geographies of interconnections' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on human geography.

It is suggested that these distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' geographical knowledge, understandings and skills.

- 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?

Achievement standard

By the end of Year 9, students explain how the interactions of people and environmental processes change the characteristics of places. They explain how people use the environment and the effects of human actions on the environment. They analyse interconnections between people, places and environments and explain how these interconnections influence people's activities and contribute to change for places and environments. Students explain how sustainability strategies respond to challenges or manage impacts on places and environments.

In response to observations or experiences with geographical phenomena or challenges, students use geographical concepts to develop questions and apply a range of primary research methods and secondary research materials to analyse geographical data and information for relevance, reliability and perspectives. They record and represent multi-variable data and information in appropriate digital and non-digital forms, including tables, graphs and maps that comply with cartographic conventions. They use a range of methods and digital and geospatial technologies to interpret and analyse data and information to explain patterns and trends in distributions and infer relationships. In response to a geographical phenomenon or challenge, they draw evidence-based conclusions using geographical concepts to develop, decide upon and justify a strategy, and predict the outcomes and consequences. Students communicate conclusions drawing on geographical knowledge, use geographical concepts and a range of types of text appropriate to purpose and audience, and reference materials.

Strand / Sub-strand		Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding	Physical and environmental geography	the distribution characteristics of biomes as regions and the effect of interconnections of environmental processes on their structure and function in places (AC9HG9K01)	<p>identifying and describing the major aquatic and terrestrial biomes of Australia and other areas of the world, and mapping their distribution (AC9HG9K01_E1)</p> <p>interpreting and explaining patterns and trends in the productivity of the major aquatic and terrestrial biomes in Australia compared with a country in Asia (AC9HG9K01_E2)</p> <p>explaining the interconnections between environmental processes (for example, atmosphere, hydrosphere, lithosphere and biosphere) and human activities (for example, deforestation, mining, agriculture, rural and urban settlements) and their effects on the structure and function of biomes (AC9HG9K01_E3)</p>
		the effects on environments of human alteration of biomes to produce food, industrial materials and fibres (AC9HG9K02)	<p>identifying the biomes in Australia and a country in Asia that produce some of the foods and plant material people consume (AC9HG9K02_E1)</p> <p>identifying the differences between natural and agricultural ecosystems in flows of nutrients and water, and in biodiversity (for example, the tropical rainforest biome in Indonesia produces food such as fruit, grains, nuts, vegetables and spices and non-food products such as wood, rubber, coffee, chocolate and palm oil) (AC9HG9K02_E2)</p>

	<p>explaining the differences between natural biomes and anthropogenic biomes in agroecosystems and its flows of nutrients (AC9HG9K02_E3)</p> <p>explaining how modifications to biomes have increased agricultural productivity in Australia and other areas of the world (for example, through drip irrigation, fertilisers, pesticides, genetically modified seeds, agrobiotics, terracing and controlling erosion and overgrazing) (AC9HG9K02_E4)</p>
the interconnections between environmental, economic and technological factors that influence crop yields in Australia and a country in Asia (AC9HG9K03)	<p>describing how environmental factors (for example, climate, soil, landform and water), can support higher crop yields (for example, from wheat, rice and maize) and identifying the environmental constraints on agricultural production in Australia and a country in Asia (for example, climate (temperature and precipitation), hazards (droughts and floods), access to adequate water, pests and diseases, and salinity, eroded or infertile soils) (AC9HG9K03_E1)</p>
	<p>describing how economic factors (for example, available land, labour, finance and enterprise) and technological factors (for example, biotechnology and GIS) affect crop yields, and explaining the economic constraints on agricultural production in Australia and a country in Asia (for example, labour supply or access to storage, transportation and markets) (AC9HG9K03_E2)</p>
	<p>explaining how agricultural innovations have reduced environmental limitations on food production in Australia and a country in Asia (for example, research and development of high yielding and genetically engineered pest resistant varieties, construction of drip irrigation systems, and use of stubble mulching, intercropping, agroforestry and crop rotation) (AC9HG9K03_E3)</p>
sustainability strategies for managing challenges to food production in Australia and other areas of the world, including land and water degradation, shortage of	<p>evaluating the impact of the interconnections between environmental, economic and technological factors on the yield of a particular crop (for example, from wheat, rice and maize) over time in Australia and a country in Asia (AC9HG9K03_E4)</p>
	<p>identifying environmental impacts of changes to food production causing a decline in the capacity of the land to provide agricultural products (for example, land degradation such as soil erosion, salinity, desertification, pollution and water scarcity) (AC9HG9K04_E1)</p>
	<p>identifying economic and social impacts of changes to food production (for example, competing land uses such as urban and industrial uses, and recreation activities) (AC9HG9K04_E2)</p> <p>explaining the impacts of modifications to biomes on the productivity and availability of staple resources for First Nations People of Australia (for example, murnong or yam daisy in Victoria) (AC9HG9K04_E3)</p>

Human geography	fresh water, competing land uses and climate change (AC9HG9K04)	identifying how poverty, food wastage, government policies or trade barriers could affect future food security (AC9HG9K04_E4)
		applying an understanding of the functioning of natural biomes and anthropogenic biomes in agroecosystems to restore the quality or diversity of agriculture in Australia (AC9HG9K04_E5)
	the ways in which changing transport and information and communications technologies have affected people's connections to different places (AC9HG9K05)	identifying and comparing students' connection to Country/Place and spaces in their local area (AC9HG9K05_E1)
		identifying and describing how transport and information networks function to connect people to goods and services, including how supply-chain logistics influence these connections (for example, from cotton crop to t-shirts or from farm to table) (AC9HG9K05_E2)
		explaining how people in places in other countries perceive, use and are connected to their place and space (for example, indigenous people such as the Msai in Kenya, Berber in North Africa, San or Kalahari Bushmen in southern Africa, Uyghurs in China, Ainu in Japan, Inuit in Greenland and Yanomami in the Amazon Basin working for social sustainability and inclusion) (AC9HG9K05_E3)
		interpreting differences in people's access to the internet between and within countries and explaining how information and communication technologies are used to connect people to information, services and people in other places (for example, in rural areas across Australia and across the world, including a country of Asia) (AC9HG9K05_E4)
	the distribution of the production and consumption of goods and services and the ways that places and	examining how information and communication technologies have made it possible for places (for example, call centres in India and the Philippines) to provide a range of global business services (AC9HG9K05_E5)
		applying primary and secondary research methods to identify some of the products and/or services that businesses in their town, city or rural region sell to other places (AC9HG9K06_E1)
	interpreting and describing the distribution of the production and consumption of goods and services in Australia compared with a country in Asia (for example, location of farms, mines, industries, markets, schools and hospitals) (AC9HG9K06_E2)	

	<p>people are, consequently, interconnected through trade in goods and services, at all scales (AC9HG9K06)</p>	<p>explaining how and why places are interconnected locally, regionally within Australia, nationally and globally through trade in goods and services (for example, imports from Japan and South Korea include automobiles, consumer electronics (phones and computers); from China: electrical, plastics, clothes, toys, games and sport equipment) (AC9HG9K06_E3)</p>
	<p>the effects on environments of change to the production and consumption of goods throughout the world, including a country from North-East Asia (AC9HG9K07)</p>	<p>identifying the effects of international trade in consumer products on people, places and environments in Australia and a country from North-East Asia (for example, environmental and social impacts of China's textile industry) (AC9HG9K07_E1)</p> <p>explaining the environmental impacts of the production and distribution of consumer products and services in Australia and a country from North-East Asia on the places that produce the raw materials, the people who make the product, and the environments that receive the wastes at the end of its life (for example, an e-waste supply chain from mining, production, sales and waste disposal) (AC9HG9K07_E2)</p> <p>evaluating the environmental, economic and social impacts of the global oil supply chain, from where the resource is extracted, processed and sold and how impacts could be sustainably managed in Australia and in West Asia (AC9HG9K07_E3)</p>
	<p>sustainability strategies for managing the impacts on places resulting from people's travel, recreation, cultural and leisure choices (AC9HG9K08)</p>	<p>describing the global growth of tourism and its economic, social and environmental impacts on the future of places (AC9HG9K08_E1)</p> <p>explaining the effects of people's cultural and leisure choices on the sustainability towns and cities (for example, visiting Mecca, Vatican City or Varanasi as religious pilgrimages) and predicting how space tourism and the impacts of COVID-19 may affect places (AC9HG9K08_E2)</p>

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Investigating using geographical methods	plan how to investigate a geographical phenomenon or challenge by using geographical concepts to develop and modify a range of questions, using a range of relevant primary research methods and secondary research materials, and selecting appropriate ethical protocols (AC9HG10S01)	<p>developing inquiry questions to investigate why a geographical phenomenon has changed or a challenge may arise (for example, ‘Why is food security important?’, ‘What are sources of food in Australia?’ or ‘How are people, places and environments connected?’) (AC9HG10S01_E1)</p> <p>modifying questions to sharpen the focus of an investigation using concepts or scale of study (for example, ‘Why is the security and sustainability of food production important at the national scale?’ or ‘How can bush food become a sustainable nutritional source of food in Australia?’ or ‘How can connections between people, environments and places affect the sustainability of places at the global scale?’) (AC9HG10S01_E2)</p> <p>planning an investigation of a geographical phenomenon or challenge being studied at a range of scales (for example, the diverse types of biomes modified by humans for food and non-food products at the global scale or the different types of connections between people and places at local, national and global scales) (AC9HG10S01_E3)</p> <p>applying ethical research methods, including the use of protocols for consultation with the communities of First Nations People of Australia when planning and conducting an investigation (for example, when investigating bush food as a source of food) (AC9HG10S01_E4)</p> <p>applying primary research methods to collect original materials (for example, field observations including sketches or measurements or surveys and interviews) (AC9HG10S01_E5)</p> <p>collecting secondary research materials using advanced search functions (for example, ‘allintitle: crop yields’ or ‘define: biomes’) or targeted criteria (for example, ‘allintext: connections between food security and deforestation in Bangladesh’ or ‘allintext: the digital divide and its impacts on people and places in North Korea’) (AC9HG10S01_E6)</p>
	evaluate data and information from primary research methods and secondary research	evaluating primary or secondary research materials for relevance (for example, does the information reflect current thinking?), reliability (for example, who is the author/s? Does the author reference other experts in the field?) and bias (for example, information bias where traditional, cultural or religious practices are ignored or selection bias where a range of viewpoints are presented) (AC9HG10S02_E1)

	materials for relevance, reliability, bias and a range of perspectives (AC9HG10S02)	analysing the dynamic relationship between individuals, communities (for example, regional, rural and remote communities within Australia), institutions (for example, non-government organisations), government, international organisations (for example, World Food Programme) and diverse values (for example, high population density leading to slums and squatter settlements in over-urbanised centres in India versus controlled urban growth such as the Hukou system in China, or social media viewed as enabling dialogue or a source of social unrest) (AC9HG10S02_E2)
	select, record and represent relevant multi-variable geographical data and information using geospatial technologies as appropriate in a range of digital and non-digital formats, including interviews and surveys, tables and graphs, and visual representations and maps at suitable scales that conform to cartographic conventions (AC9HG10S03)	<p>creating a presentation of data and information using digital tools (for example, a 3D diagram illustrating interactions between an oil spill in coral reefs and resultant decline in aquatic food production, a flow diagram showing the daily activities of a poor female farmer in Africa or a diagram of a mangrove ecosystem before and after human interactions) (AC9HG10S03_E1)</p> <p>using graphical representations (for example, a table to compare the daily consumption of meat per person in developed and developing countries or the prevalence of outsourcing industries, a complex graph to illustrate the relationship between temperature, precipitation and biomes, or a cross-section identifying horizons in a soil profile and the impacts of mining and fracking on agricultural land) (AC9HG10S03_E2)</p>
	interpret and analyse geographical data and information using digital and geospatial technologies where appropriate, to make generalisations and	<p>analysing data and information to make generalisations (for example, using questionnaires or interviews to identify people's perspectives on live food fish trade in Australia or people's access to the internet in the local area) (AC9HG10S04_E1)</p> <p>analysing data and information to explain spatial distributions and patterns (for example, using the current Global Hunger Index and the updated Food and Agricultural Organisation's Low-Income Food-Deficit Countries (LIFDCs) to identify locations of food scarcity and malnutrition or comparing maps showing transport networks with survey responses on personal mobility) (AC9HG10S04_E2)</p>
Interpreting and analysing geographical data and		

Concluding and decision-making	<p>predictions, explain patterns and trends in distributions and infer relationships (AC9HG10S04)</p>	<p>using geographical tools to infer relationships (for example, using Global Positioning System (GPS) and Geographic Information Systems (GIS), farmers control the dispersion of fertilisers and pesticides to produce higher yields and limit run-off, or GPS to construct a map connecting different transport systems to popular tourist places in Australia) (AC9HG10S04_E3)</p>
	<p>apply geographical concepts to synthesise data and information, drawing and justifying conclusions and explaining perspectives (AC9HG10S05)</p>	<p>applying knowledge, skills and concepts to develop an action or response (for example, investigating the causes of a decline in food species, its impacts on food security and the establishment of the Svalbard Global Seed Vault, or the effects of cyberattacks on technological interconnections and implementation of international laws related to cybersecurity) (AC9HG10S05_E1)</p>
		<p>drawing conclusions by reflecting on ethical decisions (for example, considering environmental, economic and social factors when challenging disappearing arable land converted from food production to non-food crops or promoting ecotourism that impact on people and places) (AC9HG10S05_E2)</p>
	<p>analyse and recommend strategies for individual and collective action in response to a geographical phenomenon or challenge (AC9HG10S06)</p>	<p>proposing individual action supported by reasons, for example, reducing food wastage or reducing negative environmental impacts when visiting theme parks or national parks) (AC9HG10S06_E1)</p>
		<p>proposing collective action supported by reasons (for example, organisations that work to end hunger and improve food security or improve labour practices and increase wages for people working to produce goods exported to other countries) (AC9HG10S06_E2)</p>
	<p>evaluate strategies by applying environmental, economic, political, technological or social criteria, decide how to respond, and explain and justify the expected outcomes and consequences (AC9HG10S07)</p>	<p>evaluating the effectiveness of a strategy in relation to environmental, economic and social factors (AC9HG10S07_E1)</p>
	<p>drawing on knowledge to explain the effectiveness of a strategy (for example, providing people with adequate and quality food that is acceptable in different cultures or reducing the global movement of hazardous waste between countries) (AC9HG10S07_E2)</p>	
	<p>reflecting on personal values and attitudes and how these influence responses (for example, how buying locally produced food reduces food miles and greenhouse gases or how reducing, recycling and reusing goods contributes to a more sustainable environment) (AC9HG10S07_E3)</p>	

Communicating	communicate conclusions drawing on geographical knowledge use concepts and a range of types of text appropriate to purpose and audience, and reference materials (AC9HG10S08)	using geographical concepts and terms when communicating an analysis and evaluation of the causes, effects and responses to a geographical phenomenon or challenge (for example, the production, transportation and consumption of food impacts unevenly on people, places and environments) (AC9HG10S08_E1)
		organising ideas, information or arguments (for example, implementation of different strategies to manage the impacts of environmental, economic and technological changes to food production or managing the environmental effects of people's cultural, religious and leisure choices on places) (AC9HG10S08_E2)
		selecting graphic representations of data (for example, using maps to illustrate the major terrestrial biomes of Australia and photographs to show their impacts on people and places) and research (for example, using diagrams, graphs, tables and/or satellite images to show how environmental, economic or technological factors affect crop yields) to explain causes and effects of a geographical phenomenon or challenge, and re-enforce understanding of the interconnections between people, places and environments (AC9HG10S08_E3)
		applying tone appropriate to the audience (for example, in an oral presentation communicating an authoritative and reasoned argument) (AC9HG10S08_E4)

Year 10

Year level description

Environmental change and management

The topic begins with an overview of the human-environmental interconnections that influence the sustainability of places and environments, and the cultural values and environmental world views, including those of First Nations People of Australia, that have implications for the management of the processes of change. Students investigate the causes and consequences of the environmental change within the context of a specific environment and select sustainability strategies to manage the change.

‘Environmental change and management’ develops students’ understanding of the concepts of place, space, environment, interconnection, change, sustainability, and scale. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on physical and environmental geography.

It is suggested that studies are drawn from Australia and at least one other country.

Geographies of human wellbeing

The topic focuses on investigating global, national and local differences in human wellbeing between places. Measures of human wellbeing, and the causes of global differences in these measures between countries, are examined. 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.

‘Geographies of human wellbeing’ develops students’ understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale through an investigation of liveability. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on human geography.

It is suggested that these distinctive aspects of human wellbeing are investigated using studies drawn from Australia, within India and across the world as appropriate.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students’ geographical knowledge, understandings and skills.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?

- How do world views influence decisions on how to manage environmental and social change?

Achievement standard

By the end of Year 10, students explain the effect of the dynamic interconnections between people and environmental processes on places at different scales. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections. They evaluate the influence of worldviews or perspectives on the selection of strategies to address challenges to the environment or human wellbeing. Students predict the consequences of sustainability strategies on people, places and environments.

In response to observations or experiences with geographical phenomena or challenges, students use geographical concepts to develop and modify questions and critically apply a range of primary research methods and secondary research materials to evaluate geographical data and information for relevance, reliability and perspectives. They record and represent multi-variable data and information in appropriate digital and non-digital forms, including visual representations and maps that use suitable scales and conform with cartographic conventions. They use a range of methods and digital and geospatial technologies to interpret and analyse data and information to make generalisations and predictions, explain significant patterns and trends in distributions, and infer relationships. They synthesise data and information to draw evidence-based conclusions, taking into account alternative worldviews or perspectives. In response to a geographical phenomenon or challenge, they evaluate their findings and develop, decide upon and justify a strategy, and explain the predicted outcomes and consequences. Students communicate conclusions drawing on relevant geographical knowledge, use geographical concepts and a range of types of text appropriate to purpose and audience, and reference materials.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding Physical and environmental geography	the human–environmental interconnections that influence the sustainability of places at different scales, including the relationships between the distributions of biodiversity hotspots (AC9HG10K01)	identifying and describing how human–environmental interconnections affect changes to people, places and environments (AC9HG10K01_E1) <hr/> discussing the concept of sustainability in relation to environmental, economic and social criteria, and identifying tensions between the conflicting perspectives of individuals, communities and governments on the use of sustainable practices (AC9HG10K01_E2) <hr/> explaining human-induced environmental changes (for example, water and atmospheric pollution; loss of biodiversity; degradation of land, inland and coastal aquatic environments) and the challenges they pose for sustainability (AC9HG10K01_E3) <hr/> interpreting and inferring the relationships between the distributions of biodiversity hotspots in Australia compared with a country in Asia, and their management (AC9HG10K01_E4)

<p>the factors influencing the cultural values and worldviews of people, particularly First Nations Australians, and their implications for the management of processes of change on environments, including to meet cultural custodial responsibilities (AC9HG10K02)</p>	<p>identifying the influence of people's environmental worldviews (for example, human-centred and earth-centred) regarding environmental management (AC9HG10K02_E1)</p>
	<p>identifying the influence of cultural values on how First Nations People of Australia manage environments (for example, continuity of cultural practices, management or development of Country/Place and land tenure systems), and explaining custodial responsibilities for a Country/Place (AC9HG10K02_E2)</p>
	<p>recognising tensions between conflicting perspectives concerning a geographical challenge or phenomenon of personal, national and global importance, and applying worldviews to manage the human-induced environmental change (AC9HG10K02_E3)</p>
	<p>discussing the role of First Nations Australian Park Rangers and their cultural knowledge and practices in the management of their Country/Place and environments (AC9HG10K02_E4)</p>
<p>causes and consequences of an environmental change and sustainability strategies in the context of either land, inland water, coast, marine or urban environments at different scales, including studies from Australia and a least one other country with reference to environmental, economic or social criteria (AC9HG10K03)</p>	<p>identifying a context to be studied, describing the causes of the environmental change and consequences for the sustainability of its functions (for example, resource function, service function or spirituality function) (AC9HG10K03_E1)</p>
	<p>recognising and discussing the influence of people's worldviews on how management strategies are developed, and their implementation (AC9HG10K03_E2)</p>
	<p>proposing strategies to manage the effects of the environmental change (for example, environmental strategies – establishing marine reserves, national parks, World Heritage Sites or ecosystem-based management; spatial strategies – corridors to preserve flora and fauna or urban planning to reduce energy consumption, and holistic thinking – addressing past and present causes of environmental change) (AC9HG10K03_E3)</p>
	<p>comparing management strategies in Australia with another country for human-induced environmental change, using criteria (for example, managing waste in Australia compared with India's rubbish pickers or managing floods in Australia compared to China) (AC9HG10K03_E4)</p>
	<p>explaining how traditional owners, communities, developers, governments, non-government organisations and communities use environmental, economic and social criteria and consider trade-offs when making decisions (AC9HG10K03_E5)</p>

Human geography	the methods used to measure spatial variations in human wellbeing and development and how they are applied to determine differences between places at the global scale (AC9HG10K04)	identifying the United Nations Sustainable Development Goals 2015–2030 relevant to human wellbeing (AC9HG10K04_E1)
		comparing different measurements of human wellbeing (for example, comparing rankings of selected indicators such as Gross Domestic Product (GDP), Human Development Index (HDI) and Physical Quality of Life Index (PQLI) for Australia, USA and China) and explaining trends in the different measurements (AC9HG10K04_E2)
		interpreting and explaining trends in human wellbeing in a developed and developing country over time (for example, Australia compared with a country in Asia or the Pacific) (AC9HG10K04_E3)
	reasons for, and consequences of, spatial variations in human wellbeing on a national scale, drawing on studies from within India or another country in Asia (AC9HG10K05)	interpreting and analysing measures of human wellbeing, identifying and describing the causes and consequences of inequality (AC9HG10K05_E1)
		identifying and describing the economic, social, technological, political or environmental causes of variations in human wellbeing within India compared to Australia (AC9HG10K05_E2)
		interpreting and analysing spatial data on human wellbeing in India to identify the regions in India with high and low levels of human wellbeing, explaining similarities and differences (for example, poorer rural Rajasthan compared to urban Mumbai) (AC9HG10K05_E3)
		interpreting and analysing measures of human wellbeing (for example, the Multidimensional Poverty Index (MPI), Press Freedom Index (PFI) and Fragile States Index (FSI)) and making inferences about the level of wellbeing at different scales (for example, for child labour and child slaves at the local scale or for Syria or Afghanistan at the national scale) (AC9HG10K05_E4)
	the interconnectedness of contemporary environmental, economic, political, social, and technological factors, particularly for First Nations Australians, and how	explaining the environmental factors (for example, access to resources –fossil fuels, water, fertile soils), the social factors (for example, adequate food, health and education services), the economic factors (for example, employment, income) and the technological factors (for example, information and communications technology) that influence human wellbeing and development between and within countries (AC9HG10K06_E1)
		interpreting and analysing similarities, differences, patterns and trends in human wellbeing data for communities of First Nations People of Australia compared to Non-Indigenous Australians, and explaining the links between human wellbeing and <i>Reducing the Gap</i> initiatives (AC9HG10K06_E2)

		<p>this affects wellbeing and development (AC9HG10K06)</p>	<p>explaining how a person's wellbeing is influenced by where they live, with reference to interconnections of environmental, economic, social and technological factors in at least two different places in Australia, such as urban and remote (AC9HG10K06_E3)</p>
		<p>the role, perspectives and actions of national governments and international non-government organisations in implementing sustainability strategies to change spatial variations in human wellbeing in Australia compared with a country in Asia and a country in the Pacific (AC9HG10K07)</p>	<p>identifying and describing a national, state or community program to reduce regional inequalities in human wellbeing in a country (for example, Papua New Guinea or Indonesia) (AC9HG10K07_E1)</p> <p>explaining the objectives and outcomes of an Australian Government overseas economic and social development program (for example, AusAID) or a non-government overseas aid program (for example, World Vision) in a specific country or region within a country (AC9HG10K07_E2)</p> <p>identifying and explaining ways to improve the wellbeing of remote communities of First Nations Peoples of Australia A, including ways proposed by the communities (AC9HG10K07_E3)</p>
Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills	Investigating using geographical methods	<p>plan how to investigate a geographical phenomenon or challenge by using geographical concepts to develop and modify a range of questions, using a range of relevant primary research methods and secondary</p>	<p>developing inquiry questions to investigate why a geographical phenomenon or challenge has evolved (for example, 'What are global biodiversity hotspots? How have these hotspots changed over time? How and why should these hotspots be sustainably managed?' or 'What is human wellbeing? How has human wellbeing changed over time? How and why should inequality in human wellbeing be reduced?') (AC9HG10S01_E7)</p> <p>modifying questions to sharpen the focus of an investigation using concepts or scale of study (for example, 'Where are biodiversity hotspots located at the global scale?', 'Why is Madagascar, an island country, referred to as a biodiversity hotspot at the national scale?' and 'What are the changes to biodiversity in your local area?' or 'How are variations in the spatial distribution of human wellbeing measured at the global scale?', 'Why does human wellbeing vary between and within countries (national scale)?' and 'How would you measure human wellbeing in the local area (local scale)?') (AC9HG10S01_E8)</p>

	research materials and selecting appropriate ethical protocols (AC9HG10S01)	investigating a phenomenon or challenge at a range of scales (for example, investigating the causes of human-induced climate change at the global scale and its impacts on Australia, Bangladesh and/or a Pacific Island country at the national scale, or investigating the measurement of human wellbeing such as the Human Development Index (HDI), Human Suffering Index (HSI) and Inclusive Wealth Index (IWI) at the national scale and the processes for measuring the Socio-Economic Indexes for Areas (SEIFA) in Australia at the local scale) (AC9HG10S01_E9)
		applying ethical research methods, including the use of protocols for consultation with communities of First Nations People of Australia when planning and conducting investigations (for example, when consulting with communities acknowledge their Earth-centred worldview and how their traditional knowledge contributes to environmental management projects or take into account of Indigenous cultural and spiritual wellbeing when implementing programs to reduce economic and social inequality) (AC9HG10S01_E10)
		applying primary research methods to collect original materials (for example, survey and interviews regarding perspectives on environmental management at the local scale or strategies to improve human wellbeing of First Nations People of Australia at the national and local scale) (AC9HG10S01_E11)
		applying secondary research methods to collect relevant geographical information using advanced search functions (for example, 'allintitle: conservation of terrestrial and marine biodiversity' or 'allintitle: reduction in human wellbeing within and between countries') or targeted criteria (for example, 'allintext: critically endangered list by country' or 'allintext: targets for reducing hunger or access to health care') (AC9HG10S01_E12)
	evaluate data and information from primary research methods and secondary research materials for relevance, reliability, bias and a range of perspectives (AC9HG10S02)	evaluating data or information for relevance (for example, does the information reflect current thinking?), reliability (for example, who is the author/s? Does the author reference other experts in the field?) and bias (for example, information bias presenting one side of an issue, or selection bias when presenting information on the positive aspects of foreign aid with cultural and social issues not considered) (AC9HG10S02_E3)
		analysing the dynamic relationship between individuals, communities (for example, communities, governments, businesses, non-government organisation and international government organisations) and their diverse values (for example, factors influencing worldviews on environmental management or the perspectives of businesses and communities on addressing social versus economic sustainability) (AC9HG10S02_E4)

	<p>select, record and represent relevant multi-variable geographical data and information using geospatial technologies as appropriate in a range of digital and non-digital formats, including interviews and surveys, tables and graphs, and visual representations and maps at suitable scales that conform to cartographic conventions (AC9HG10S03)</p>	<p>creating a presentation of data and information using digital tools to show multi-dimensional data (for example, using scatterplots to visually represent data for countries about the relationship between two variables and their correlation, such as comparing adult literacy with GDP per capita in United Arab Emirates or Bhutan, or using digital formats such as Gapminder to create a graph illustrating the relationship between life expectancy and income or GDP per capita in a developed country such as Japan and a developing country such as Syria) (AC9HG10S03_E3)</p> <p>using graphical representations (for example, generating pie graphs showing threats to biodiversity, proportional circle maps or slum population by area and regions such as Asia or digital photographs to determine human wellbeing indicating difference in material goods between people and places and the influence of environment, culture and income or tables to measure and compare wellbeing using different indexes and the world gender equality gap) (AC9HG10S03_E4)</p>
<p>Interpreting and analysing geographical data and information</p>	<p>interpret and analyse geographical data and information using digital and geospatial technologies where appropriate to make generalisations and predictions, explain patterns and trends in distributions and infer relationships (AC9HG10S04)</p>	<p>analysing data and information to make generalisations (for example, critically analysing text and images for their meaning and significance such as satellite images showing before and after deforestation in the Amazon or satellite images contrasting nightlife in North and South Korea) (AC9HG10S04_E4)</p> <p>analysing data and information to explain patterns and trends in distributions (for example, planning a vegetation corridor for movement of koalas or providing aid to specific areas after a natural disaster using topographic maps, satellite images, drones, robots and fieldworkers) (AC9HG10S04_E5)</p> <p>using geographical tools to infer relationships (for example, using a spatial technologies application to create a map to show measures of environmental change or Gapminder to support the illustration and analysis of multi-dimensional data about geographical variables) (AC9HG10S04_E6)</p>

Concluding and decision-making	apply geographical concepts to synthesise data and information, drawing and justifying conclusions and explaining perspectives (AC9HG10S05)	synthesising information from several sources using as organisers at least two of the concepts of place, space, environment, interconnection, sustainability, scale and change (AC9HG10S05_E3)
		drawing conclusions by reflecting on ethical decisions (for example, considering the changing interconnections of environmental, economic, social, political or technological factors when developing strategies to address sustainable management of biodiversity hotspots or unequal access of people to resources essential for human wellbeing) (AC9HG10S05_E4)
	analyse and recommend strategies for individual and collective action in response to a geographical phenomenon or challenge (AC9HG10S06)	proposing individual action supported by reasons, (for example, contributing to activities by reducing their ecological footprint, or becoming volunteers for non-government organisations such as the Red Cross or Red Crescent) (AC9HG10S06_E3)
		proposing collective action supported by reasons (for example, identifying ways to improve the wellbeing of remote communities of First Nations People of Australia, including ways proposed by the communities) (AC9HG10S06_E4)
	evaluate strategies by applying environmental, economic, political, technological or social criteria, decide how to respond and explain and justify the expected outcomes and consequences (AC9HG10S07)	evaluating the effectiveness of a strategy in relation to environmental, economic or social factors (for example, reflecting on whether environment degradation has been reduced and human wellbeing improved) (AC9HG10S07_E4)
		transferring knowledge gained in previous experiences to similar and different contexts and explaining reasons for decisions and choices (for example, considering the traditional use of Aboriginal Firestick farming to control fires or respecting grassroots decisions on implementation and effectiveness of aid projects) (AC9HG10S07_E5)
	reflecting on personal values and attitudes and how these influence responses (for example, applying sustainable design principles to urban redevelopment projects that provide green, open spaces for citizens or supporting non-government organisations that reflect personal values) (AC9HG10S07_E6)	

Communicating	communicate conclusions drawing on geographical knowledge, use concepts and a range of types of text appropriate to purpose and audience, and reference, materials (AC9HG10S08)	using concepts and geographical terms to communicate an analysis and evaluation of the causes, effects and responses to a geographical phenomenon or challenge (AC9HG10S08_E5)
		organising ideas, information or arguments (for example, strategies to sustainably manage environmental change or processes of change to address spatial variations in human wellbeing) (AC9HG10S08_E6)
		selecting graphic representations of data (for example, the trends in Human Development Index (HDI) over time in a selected country or region) and research (for example, how a person's wellbeing is influenced by where they live) to explain causes and effects of a geographical phenomenon or challenge, and re-enforce understanding of the interconnections between people, places and the environment (AC9HG10S08_E7)
		applying tone appropriate to purpose and audience (for example, in an oral response communicating an authoritative tone referring to graphic representations of data) (AC9HG10S08_E8)

CIVICS AND CITIZENSHIP 7–10

Rationale

A deep understanding of Australia’s federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who can participate in and sustain Australia’s democracy.

The Australian Curriculum: Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it, such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people’s rights; and how individuals and groups can influence civic life.

The curriculum recognises that Australia is a secular nation with a culturally diverse, multi-faith society and a Christian heritage, and promotes the development of inclusivity by developing students’ understanding of broader values, such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of First Nations Australians and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia’s position and international obligations and the role of citizens today, both within Australian and in an interconnected world.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of skills including investigating contemporary civics and citizenship issues and fostering civic participation and engagement.

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, foster responsible participation in Australia’s democracy 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, culturally diverse, 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 asking questions, investigating contemporary issues, participating in civic processes and engagement and evaluating Australian political and legal institutions
- the capacities and dispositions to participate responsibly in the civic life of their nation at a local, regional and global level and as individuals in a globalised world.

Organisation of the learning area

Content structure

The Australian Curriculum: Civics and Citizenship is presented in year levels for knowledge and understanding and bands for skills from Year 7 to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Each year level includes example inquiry questions that provide a framework for developing students’ civics and citizenship knowledge, understanding and skills.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. In Civics and Citizenship, the knowledge and understanding content descriptions are presented in year levels and the skills are presented in bands. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

The Years 7–10 Australian Curriculum: Civics and Citizenship is organised into two interrelated strands:

- Civics and Citizenship knowledge and understanding
- Civics and Citizenship skills.

Under each strand, curriculum content is further organised into sub-strands.

The two strands are interrelated and should be programmed and taught in an integrated way. The content descriptions of the two strands have been written so that at each year this integration is possible. The Civics and Citizenship knowledge and understanding strand provides the contexts through which Civics and Citizenship skills, and understandings of the core concepts, are developed in increasing complexity across Years 7 to 10.

It is expected that all sub-strands are studied in each year level in Years 7 and 8 and if taught in Years 9 and 10. The sub-strands can be taught separately or together through the exploration of a contemporary issue.

Civics and Citizenship knowledge and understanding strand

The Civics and Citizenship knowledge and understanding strand comprises three sub-strands at each year level:

- **Government and democracy** – involves a study of Australian democracy and the key institutions, processes and roles that people play in Australia’s system of government.
- **Laws and citizens** – examines Australia’s legal system, the creation of laws and the rights and legal obligations of Australian citizens.
- **Citizenship, diversity and identity** – explores the shared values of Australian citizenship, the diversity of Australia as a culturally diverse and multi-faith society, what shapes identity and obligations as citizens in a globalised world.

Civics and Citizenship skills strand

The Civics and Citizenship skills strand focuses on the skills of asking questions about civics and citizenship, investigating contemporary civics and citizenship issues, fostering civic participation and engagement, evaluating political and legal institutions, and communicating. These make up the sub-strands:

- **Asking questions about civics and citizenship** – Identifying, selecting and using a range of different kinds of questions to investigate the contemporary society in which we live.

- **Investigating contemporary civics and citizenship issues** – Investigating contemporary political, legal and citizenship, diversity and identity topics and issues by gathering, interpreting, analysing and evaluating information, data, perspectives and ideas from a range of sources.
- **Participating in civic processes** – Participating in civic processes by identifying ways to participate actively and responsibly in our democratic society.
- **Evaluating political and legal institutions** – Evaluating how Australian political and legal institutions enhance and foster democratic values and civic participation.
- **Communicating** – Presenting and communicating ideas, viewpoints and arguments based on evidence about civics and citizenship topics and on the outcomes of civic action, participation and engagement.

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

The core concepts for Civics and Citizenship are:

- **Active citizenship** – Citizens are entitled to certain privileges and responsibilities, therefore, being an active citizen requires engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels.
- **Democracy** – A system of government where power is vested in the people, who may exercise it directly or through elected representatives, and who may remove and replace their political leaders and government in free and fair regular elections.
- **Global citizenship** – Recognition that we live in an increasingly interdependent world, where citizens' identity transcends geography or political borders, and people have rights and responsibilities at a global level.
- **Legal systems** – The laws, processes for making those laws, and judicial systems that ensure laws are followed and enforced by members of countries or communities.
- **Identity and diversity** – A person's sense of who they are, and conception and expression of their individuality or association with a group culture or to a state or nation, a region or the world regardless of one's citizenship status, and acknowledgement of diversity within communities.

See Figure 2.



Figure 2: Core concepts for Civics and Citizenship

Curriculum elements

Year 7

Year level description

The Year 7 curriculum provides a study of the key features of democracy and 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 examine the rights, responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote cohesion.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' civics and citizenship knowledge, understandings and skills.

- 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 do features of Australian democracy and legal system uphold and enact democratic values?
- How is Australia a diverse society and what factors contribute to a cohesive society?

Achievement standard

By the end of Year 7, students describe the key features of Australian democracy, legal systems and characteristics of active citizenship. They explain how these features and characteristics uphold and enact democratic values, and how they enable active participation. Students identify the diverse belief systems in Australian society and identify the importance of shared values in promoting a cohesive society.

Students identify a range of questions to investigate data, information and ideas related to contemporary issues. They analyse a range of sources and identify different perspectives and points of view and identify reasons for differences. Students explain democratic processes, actions and strategies in response to a contemporary issue. They create a plan to take action and identify how active citizenship may contribute to change. Students communicate an explanation and present arguments on a contemporary issue using democratic, legal and citizenship concepts and relevant evidence.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and understanding</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Government and democracy</p>	<p>the key features of Australian democracy and government, including the Australian Constitution, responsible parliamentary government and federalism (AC9HC7K01)</p>	<p>describing Australia's system of responsible and representative government set out in the Australian Constitution, with a focus on the roles of the Governor-General, the Senate and the House of Representatives, the Prime Minister and Cabinet, the Opposition and the members of parliament (AC9HC7K01_E1)</p>
		<p>explaining the origins of Australian system of government in the Westminster and Washington systems (AC9HC7K01_E2)</p>
		<p>exploring key democratic concepts including popular sovereignty, representation, accountability and a partial separation of powers through the election of members of a legislative branch who answer to the people and from whom the executive branch is drawn (AC9HC7K01_E3)</p>
		<p>investigating Australia as a federation with a division of powers and responsibilities between Commonwealth and state and territory governments (AC9HC7K01_E4)</p>
		<p>discussing the significance of the concept of the equality of all people especially for First Nations People of Australia and calls for the establishment of 'First Nations Voice' to be enshrined in constitution (AC9HC7K01_E5)</p>
	<p>the characteristics of active citizenship and the freedoms that enable participation in democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (AC9HC7K02)</p>	<p>defining the characteristics of formal citizenship and the attributes of active citizenship in democracy, and identifying who has been included and excluded from the rights and freedoms of citizenship in Australia, particularly in relation to First Nations Peoples of Australia (AC9HC7K02_E1)</p>
		<p>identifying how citizens can participate in a representative democracy, such as engagement in community organisations, citizens assembly, volunteering, social enterprise and collaborative problem-solving (AC9HC7K02_E2)</p>
		<p>comparing the effectiveness of different ways of influencing political decision-making in Australia's democracy, including voting, standing for parliament, contributing to committees of inquiry, organising petitions or social media campaigns and protesting (AC9HC7K02_E3)</p>
<p>investigating the ability of all Australians to participate in and influence political decision-making (AC9HC7K02_E4)</p>		

		<p>explaining how democratic freedoms, such as freedom of speech or assembly, support active participation in Australia's democracy and investigating cases where the 'bounds of law' can limit these freedoms and why this occurs (for example, in a pandemic) (AC9HC7K02_E5)</p> <p>examining the active citizenship of First Nations Australians and their ongoing contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, such as Adam Goodes, Murundoo Yanner, Noel Pearson, Evelyn Scott, Faith Bandler, and Pat" O'Shane (AC9HC7K02_E6)</p>
Laws and citizens	the key principles and features of the Australian legal system, including under the Australian Constitution and courts system (AC9HC7K03)	exploring the origins of Australia's legal system, including British Common law, the Magna Carta, an independent judiciary and the Court hierarchies, both Federal and state or territory (AC9HC7K03_E1)
		understanding the key characteristics of the principles of justice, fairness, equality, the rule of law and the importance of equal access to the protections provided by the law (AC9HC7K03_E2).
		making connections between a fair and just legal system and democratic principles (AC9HC7K03_E3)
Laws and citizens	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 the legal representation of the accused (AC9HC7K04)	asking questions about equality, justice and fairness through case study analysis (AC9HC7K04_E1)
		discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors, legal representation of the accused and due process (AC9HC7K04_E2)
		exploring how Australians can receive access to justice and can apply for legal representation, such as through legal aid (AC9HC7K04_E3)
		discussing the meaning and importance of the of the presumption of innocence and burden of proof (AC9HC7K04_E4)
Citizenship, diversity and identity	how Australia is a culturally diverse, multi-faith, secular and pluralistic society with diverse communities, such as the distinct	defining the terms 'secular', 'multi-faith', 'diverse society' and 'pluralistic' and discussing their relevance to Australia today (AC9HC7K05_E1)
		identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources (AC9HC7K05_E2)
		exploring the diversity of spiritualities among First Nations Australian communities from traditional spirituality to the adoption of other religions such as Christianity and Islam (AC9HC7K05_E3)

	communities of First Nations Australians (AC9HC7K05)	appreciating the cultural and historical foundations of Australia's Christian heritage and their impact on Australian political and legal systems (AC9HC7K05_E4)
	how values can promote cohesion within Australian society, including democracy, freedom, respect, inclusion, civility, responsibility, compassion, equality, justice and a 'fair go' (AC9HC7K06)	identifying shared values across the diverse communities within Australia (AC9HC7K06_E1)
		evaluating the extent to which these can promote cohesion and reconciliation in Australia's society (AC9HC7K06_E2)
		identifying Christian traditions and values that have influenced the development of Australian society, democracy and law, including the positive and negative impacts upon First Nations Australian communities and other groups within Australian society (AC9HC7K06_E3)
		identifying the values and beliefs of religions practised in contemporary Australia (for example, Judaism, Buddhism, Islam, Hinduism) (AC9HC7K06_E4)
		examining values and traditions in contributing to personal and national identity (AC9HC7K06_E5)
		evaluating the extent to which Australian values, including democracy, freedom, respect, inclusion, civility, responsibility, compassion, equality, justice and a 'fair go' are consistent with human rights and reflected in Australian society (AC9HC7K06_E6)
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Asking questions about civics and citizenship	develop a range of questions to investigate Australian democracy, political and legal systems, and contemporary issues (AC9HC8S01)	distinguishing between closed and open-ended questions (AC9HC8S01_E1)
		developing a key or over-arching question, (for example, 'How does the law protect all individuals?', 'Why do we value democracy?') (AC9HC8S01_E2)
		formulating sub-questions that unpack an over-arching question (AC9HC8S01_E3)

Investigating contemporary civics and citizenship issues	identify and analyse data, information and ideas from a range of sources in relation to contemporary issues (AC9HC8S02)	<p>locating a range of sources of information such as articles, graphs, charts and statistics, to map diversity in Australian society, both cultural and social (AC9HC8S02_E1)</p> <p>sorting and filtering information on the basis of similarity and relevance (AC9HC8S02_E2)</p> <p>identifying key findings from a range of sources, such as reports into Australia's legal system (AC9HC8S02_E3)</p>	
	identify shared and different perspectives, beliefs and points of view on contemporary issues and suggest reasons for these differences (AC9HC8S03)	<p>identifying and explaining a range of different perspectives on a contemporary citizenship issue, such as the right to protest (AC9HC8S03_E1)</p> <p>considering alternative perspectives and worldviews, such as those of First Nations Australians' customary law or truth-telling, or different religious views (AC9HC8S03_E2)</p> <p>recognising assumptions in their own and other people's thinking when mediating differences (AC9HC8S03_E3)</p>	
	Participating in civic processes	use democratic processes to reach consensus on a contemporary issue and design a plan for taking action (AC9HC8S04)	<p>participating in a simulation to achieve consensus on an issue of common concern to the class (for example, a mock court case or parliamentary committee) (AC9HC8S04_E1)</p> <p>working in groups to identify and evaluate the options before deciding on a choice or any course of action (for example, to influence change relating to a current event or issue) (AC9HC8S04_E2)</p>
		identify and evaluate the methods and actions of active and informed citizenship and how these contribute to change in local, national, regional and/or global communities (AC9HC8S05)	<p>reflecting on the core responsibilities and rights of active citizenship (AC9HC8S05_E1)</p> <p>identifying the range of strategies used by citizens and groups to achieve democratic and just outcomes, such as social media campaigns, letters and petitions, participating in mediation or tribunals, or taking direct action (AC9HC8S05_E2)</p>

Evaluating political and legal institutions	explain how democratic, political and legal systems uphold and enact values and processes, and how Australian citizens use these to contribute to their local, state/territory or national community (AC9HC8S06)	<p>explaining how Australia's democracy is built upon core democratic principles, processes and institutions, such as respect for universal human rights and the rule of law (AC9HC8S06_E1)</p> <p>identifying individuals and groups who have contributed to the local community and explain how they have contributed to change and the methods and actions used to make change (AC9HC8S06_E2)</p>
	use a range of communication forms to develop an explanation of a civics and citizenship issue using evidence, including a range of perspectives and ideas (AC9HC8S07)	<p>demonstrating the ability to present a point of view on a civics and citizenship issue in a sustained, clear and evidence-based way that correctly uses appropriate terminology (AC9HC8S07_E1)</p> <p>recognising their own emotional reactions when interacting with people who are different from them (AC9HC8S07_E2)</p> <p>raising awareness of different perspectives (for example, about sustainability challenges) (AC9HC8S07_E3)</p> <p>using a variety of formats (oral, print-based or digital) to persuade a specific audience of a need for action (for example, to argue the case for a constitutional change or an advertisement promoting participation in Australia's democracy) (AC9HC8S07_E4)</p>
Communicating		

Year 8

Year level description

The Year 8 curriculum builds students' understanding of how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. 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 and how this contributes to active citizenship.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' civics and citizenship knowledge, understandings and skills.

- What is the role and impact of elections and political parties in Australian democracy?
- How can citizens shape and influence Australia's political system?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

Achievement standard

By the end of Year 8, students explain how Australians can participate in democracy, and the role and impact of political parties and elections. They describe the types and characteristics of laws and explain how laws are made in Australia. Students analyse issues about national identity and the factors that contribute to people's sense of belonging. They identify how these influence and contribute to active citizenship.

Students develop different types of questions to investigate data, information and ideas related to contemporary issues. They analyse a range of sources and analyse different perspectives and points of view and explain reasons for differences. Students explain their processes and actions and refine strategies to negotiate and mediate differences. They explain their role as active citizens and describe how it may contribute to change. Students communicate an explanation and present reasoned arguments on a contemporary issue using democratic, legal and citizenship concepts and relevant evidence.

Strand / Sub-strand		Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding	Government and democracy	how Australian citizens can participate in democracy, including voting in elections, contact with their elected representatives, joining political parties and standing as an independent, use of lobby groups and direct action (AC9HC8K01)	<p>reflecting on issues of concern to young people in Australia today and investigating different ways of addressing these issues (AC9HC8K01_E1)</p> <p>analysing case studies of citizen participation in democratic processes such as the Uluru Statement from the Heart (AC9HC8K01_E2)</p> <p>collaborating with their peers to address an issue of concern (AC9HC8K01_E3)</p>
		the role of political parties and independent representatives in Australian democracy, including elections and the formation of governments (AC9HC8K02)	<p>examining the structure and composition of current parliaments, both federal and state or territory (AC9HC8K02_E1)</p> <p>evaluating different voting systems such as preferential and proportional representation (AC9HC8K02_E2)</p> <p>understanding how government is formed and may be lost through discussing concepts such as parliamentary majority, the opposition, hung parliament, minority government, party discipline and balance of power (AC9HC8K02_E3)</p> <p>developing a range of questions about the roles of political parties and elected representatives, including independents (AC9HC8K02_E4)</p>
		how citizens' understanding of issues, policies and political choices are shaped and can contribute to active and informed citizenship, including the influence of the media and social	<p>examining a range of strategies used to influence citizens' electoral choices such as public debate, media and social media, opinion polls and political consulting firms, advertising, interest groups and political party campaigns (AC9HC8K03_E1)</p> <p>evaluating the extent to which these influences enhance or undermine democracy (AC9HC8K03_E2)</p>

	media, political parties, interest groups and election campaigns (AC9HC8K03)	
Laws and citizens	the characteristics of laws and how laws are made in the Australian legal system through parliaments (statutory law) and through the courts (common law) (AC9HC8K04)	exploring the characteristics of laws, such as reflecting society's values, being enforceable, being known, clear and understood, and being relatively stable (AC9HC8K04_E1)
		questioning whether laws are affected by different cultural or social perspectives, such as those of First Nations People of Australia (AC9HC8K04_E2)
		identifying the two chief sources of law (parliament and the Courts) and analysing a case study of each type (statute and common law) (AC9HC8K04_E3)
		examining the relationship between parliament and the courts (AC9HC8K04_E4)
Laws and citizens	the types of contemporary law in Australia, including criminal law and civil law, and the positioning of First Nations Australian customary law and opportunities and limitations of Native Title law (AC9HC8K05)	explaining the fundamental difference between criminal law and civil law and their role in the protection of rights and freedoms (AC9HC8K05_E1)
		examining the significance of customary law for First Nations People of Australia through selected case studies (AC9HC8K05_E2)
Citizenship, diversity and identity	how groups express their particular identities, including national identity; and how this influences active citizenship, belonging	asking questions about the meaning of 'national identity' and its role and significance in a globalised world (AC9HC8K06_E1)
		exploring the collective identities of a number of different groups in Australia's multicultural society, including First Nations People of Australia, and how these identities might be represented and perceived (AC9HC8K06_E2)

		and perceptions of their citizenship, including First Nations Peoples of Australia, religious, cultural and/or community groups (AC9HC8K06)	examining how contested notions of identity might impact on citizenship (AC9HC8K06_E3)
		different experiences, perspectives and debates about Australia's national identity, citizenship, and recognition of diversity particularly First Nations Australians' identities as owners of their respective nations (AC9HC8K07)	<p>analysing different representations of Australian identity, historically and currently (AC9HC8K07_E1)</p> <p>investigating the factors shaping those representations, such as place, immigration, attitudes to Asia and standard of living (AC9HC8K07_E2)</p> <p>evaluating some current debates about Australia's identity, such as the date of Australia Day, the design of the flag, the Uluru Statement, Reconciliation and truth-telling, the call for a treaty between First Nations People of Australia and the Australian Government, an Australian way of life and Australian values (AC9HC8K07_E3)</p>
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>	
Skills	Asking questions about civics and citizenship	develop a range of questions to investigate Australian democracy, political and legal systems, and contemporary issues (AC9HC8S01)	<p>using a taxonomy of lower-order to higher-order thinking skills to generate a range of both closed and open-ended questions about a particular topic or issue (for example, 'What does democracy look like?' (describing), 'Where do our laws come from?'(understanding/ explaining), 'What is the relationship between democracy and active citizenship?' (analysing/linking) (AC9HC8S01_E4)</p> <p>considering current events to generate ideas for research (AC9HC8S01_E5)</p>

Investigating contemporary civics and citizenship issues	identify and analyse data, information and ideas from a range of sources in relation to contemporary issues (AC9HC8S02)	interpreting data from a range of sources, such as an article, news report or social media site about an issue of citizenship (AC9HC8S02_E4)
		understanding the concept of reliability of sources (AC9HC8S02_E5)
		identifying bias, language choices and selective use of information (for example, in a debate about a suggested constitutional or legal change) and assessing the impacts of that (AC9HC8S02_E6)
		evaluating data from a source(s) to draw conclusions about a current event or issue, such as the debate about Australia's national identity (AC9HC8S02_E7)
Participating in civic processes	identify shared and different perspectives, beliefs and points of view on contemporary issues and suggest reasons for these difference (AC9HC8S03)	identifying and explaining possible reasons for the different perspectives about a civics and citizenship issue, such as marriage equality (AC9HC8S03_E4)
		identifying where there is a common understanding or points of agreement in a discussion as a basis for resolving a conflict or differences (AC9HC8S03_E5)
		using culturally inclusive language and behaviours during class discussions and meetings (AC9HC8S03_E6)
Participating in civic processes	use democratic processes to reach consensus on a contemporary issue and design a plan for taking action (AC9HC8S04)	developing a plan of action that incorporates a consultation process to ensure a range of views are heard and recorded, and people are provided with opportunities to respond (AC9HC8S04_E3)
	identify and evaluate the methods and actions of	explaining the possible rationale for the use of methods involved in active citizenship (AC9HC8S05_E3)

	active and informed citizenship and how this contributes to positive change and a cohesive society in local, national, regional and/or global communities (AC9HC8S05)	identifying, describing and explaining the links between democratic societies and active citizenship, nationally, regionally and globally (for example, the courage of citizens who protest against militaristic and authoritarian regimes and/or abuses of human rights in various Asian societies) (AC9HC8S05_E4)
Evaluating political and legal institutions	explain how democratic, political and legal systems uphold and enact values and processes, and how Australian citizens use these to contribute to their local, state/territory or national community (AC9HC8S06)	analysing how Australia's legal and political systems promote a fair and cohesive society (AC9HC8S06_E3)
Communicating	use a range of communication forms to develop an explanation of a civics and citizenship issue using evidence, including a range of perspectives and ideas (AC9HC8S07)	<p>making decisions about the most effective to persuade a specific audience on a contemporary issue or about a need for action (for example, to argue the case for a constitutional change or an advertisement promoting participation in Australia's democracy) (AC9HC8S07_E5)</p> <p>considering how personal experiences and circumstances influence their identity as a citizen and how they relate to others (AC9HC8S07_E6)</p> <p>considering the factors that shape the way they meet their responsibilities as a citizen (for example, where they live) (AC9HC8S07_E7)</p>

Year 9

Year level description

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

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' civics and citizenship knowledge, understandings and skills.

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

Achievement standard

By the end of Year 9, students analyse the role of the Australian Constitution on political and legal institutions and explain the process and reasons for constitutional change. They analyse the legislative process in relation to a contemporary issue. Students explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They explain the characteristics, ideas and experiences of global citizenship and how individuals and groups participate and contribute to civic life.

Students develop and refine questions to investigate a contemporary issue. They analyse data, information, ideas and perspectives from a range of sources. They compare and analyse perspectives and account for different points of view. When planning for action, students take into account multiple perspectives, use democratic processes and negotiate solutions to an issue. They analyse ways they can be active and informed citizens in different contexts. Students communicate an evidence-based argument on a contemporary issue using democratic, legal and citizenship concepts and relevant evidence.

Strand / Sub-strand		Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>	
Knowledge and understanding	Government and democracy	the role of the Australian Constitution in shaping government institutions and enabling democratic processes, including the process for constitutional change through a referendum (AC9HC9K01)	<p>understanding the aims of the founding fathers prior to Federation in writing the Australian Constitution, including the need for compromise (AC9HC9K01_E1)</p> <p>describing the process by which referendums to change the Australian Constitution are initiated and decided and discussing the advantages and disadvantages of having a Constitution that can only be amended by referendum (AC9HC9K01_E2)</p> <p>investigating the extent to which the Constitution upholds and enables democratic institutions and processes, including a constitutional monarchy, a federal parliamentary system with elected legislatures, protection of states' rights and individual rights and representation of the interests of all Australians, including First Nations People of Australia (AC9HC9K01_E3)</p> <p>analysing the effectiveness of the process of constitutional change and the degree to which it supports popular sovereignty through examining selected referendum proposals (for example, the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999) (AC9HC9K01_E4)</p>	
		the process through which federal government policy is shaped, developed and implemented (AC9HC9K02)	<p>locating the areas of federal government responsibility as outlined in the Constitution and methods for resolving conflicts over federal/state/territory responsibilities (AC9HC9K02_E1)</p> <p>charting the process of development of a policy from initial idea to enacted legislation (AC9HC9K02_E2)</p> <p>using a specific federal policy to understand and analyse the influences on policy formulation and implementation such as political parties, interest groups, citizens, international influences and the public service (AC9HC02_E3)</p>	
		Laws and citizens	the key features and jurisdictions of Australia's court system and how courts and	<p>using digital technology to create a visual representation of the Australian court system, each court's jurisdiction and place in the relevant hierarchy, with examples of some high-profile cases (AC9HC9K03_E1)</p> <p>using sample cases to investigate the chief differences between civil and criminal law and how the courts apply and interpret criminal laws and resolve civil disputes (AC9HC9K03_E2)</p>

	tribunals apply and interpret the law, resolve disputes and make laws through judgments (AC9HC9K03)	exploring how court judgements impact on the development of law (for example, the role of statutory interpretation and the creation of precedent) (AC9HC9K03_E3)
	the role of courts, judges, lawyers and juries in trials, and the rights of an accused and the rights of victims (AC9HC9K04)	investigating the roles of judges, lawyers, court officials and juries in criminal trials (AC9HC9K04_E1)
		linking these roles to the achievement of principles of justice, such as fairness, equality and access (AC9HC9K04_E2)
		comparing the rights of the accused with the rights of victims (AC9HC9K04_E3)
	the effectiveness of the Australian justice system in achieving equality of access, equity of outcomes, procedural fairness, the right to appeal, and remedies for injustices, particularly for First Nations Australians. (AC9HC9K05)	investigating barriers to equality of access to justice, such as education and literacy, location and proximity to legal avenues, financial constraints, ability, gender, race or ethnicity, especially for First Nations Australians (AC9HC9K05_E1)
		understanding the role of the police, including state and federal police, in enabling equal access to justice and equal treatment under the law (the rule of law) (AC9HC9K05_E2)
		understanding the purpose of civil remedies and the rights of appeal in both criminal and civil cases and evaluating whether they are applied equally and deliver just outcomes (AC9HC9K05_E3)
Citizenship, diversity and identity	how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship (AC9HC9K06)	researching the work of an Australian non-government organisation (NGO), philanthropist, community group or religious group and how and why they contribute to the Australian community (AC9HC9K06_E1)
		researching examples of young people who are acting as global citizens, such as Greta Thunberg, Australia's Amelia Telford or Bassam Maaliki, or UNICEF Australia's Young Ambassadors (AC9HC9K06_E2)
		collaborating with peers to plan a citizenship campaign (AC9HC9K06_E3)

	the influence of a range of media, including social media, in shaping identity and attitudes to diversity, citizenship and global citizenship, particularly in relation to culturally diverse groups (AC9HC9K07)	<p>analysing how media represent different groups in Australian society, such as male and female sporting figures, immigrant groups or Aboriginal and Torres Strait Islander Peoples, and assessing the impact those representations have on community cohesiveness (AC9HC9K07_E1)</p> <hr/> <p>investigating a human rights campaign that uses social media and how members of the public have engaged in the issue (AC9HC9K07_E2)</p>
	how characteristics, ideas and experiences of global citizenship, global connectedness and mobility influence Australian identity, citizenship and actions (AC9HC9K08)	asking questions about the concept of 'global citizenship' (AC9HC9K08_E1)
		identifying and discussing examples of global citizenship in action, such as participating in social media campaigns or advocating for rights of refugees, specific climate change action or for the rights of First Nations Australians to be safeguarded (AC9HC9K08_E2)
		explaining why citizenship, whether national or global, entails both rights and responsibilities (AC9HC9K08_E3)
		examining forms of global connectedness such as digital technology, arts, trade, language learning, employment, travel and immigration (AC9HC9K08_E4)
	identifying ways that global connectedness influences attitudes towards personal identity, Australian identity and acting as citizens of Australia and the world (AC9HC9K08_E5)	

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills	Asking questions about civics and citizenship	develop, select, use and evaluate a range of questions to investigate democracy, political and legal systems, and/or a contemporary issue (AC9HC10S01)	developing over-arching (big) questions about Australia's political and legal systems, such as 'Is Australia's government democratic?' or 'Does Australia's legal system deliver justice?' (AC9HC10S01_E1) selecting the questions most likely to provide evidence-based answers or expert opinion (AC9HC10S01_E2)
		Investigating contemporary civics and citizenship issues	select, classify and analyse data, information and ideas from a range of sources and evaluate their reliability and usefulness (AC9HC10S02)
	evaluate different perspectives, beliefs, interpretations and points of view on contemporary issues and explain reasons for these differences (AC9HC10S03)		investigating calls for constitutional recognition for First Nations People of Australia, First Nations Voice and Makarrata (AC9HC10S03_E1) identifying the values, motivations and contexts that underpin different interpretations about civics and citizenship topics and issues (AC9HC10S03_E2)

Participating in civic processes	use democratic decision-making processes that consider multiple perspectives to reach consensus on a civic issue and develop a plan of action (AC9HC10S04)	identifying a contemporary citizenship issue and discussing differing perspectives on its significance (for example, the inequality of women in political life) (AC9HC10S04_E1)
		evaluating the strengths and weaknesses of each possible solution/strategy to achieve the desired outcome (AC9HC10S04_E2)
		developing a plan of action using digital technologies that incorporates democratic decision-making processes and takes into account challenges, opportunities, risks and strategies to respond to a civics and citizenship issue (AC9HC10S04_E3)
		recognising that common issues may need to be seen through diverse cultural lenses (AC9HC10S04_E4)
		using skills associated with the negotiation process (for example, stating your position clearly, active listening (seeking to understand other views), applying reason and logic, identifying and building on common ground, isolating areas of difficulty, recording agreement) (AC9HC10S04_E5)
	evaluate how active and global citizenship can contribute to a democratic society through informed and responsible action and to make change (AC9HC10S05)	evaluating the outcomes of an issues or action plan for intended and unintended effects and identifying where further consultation maybe required (AC9HC10S05_E1)

Evaluating political and legal institutions	<p>evaluate the effectiveness of Australian and global political institutions and legal systems and processes in upholding democratic values, the rule of law, protecting human rights and freedoms and achieving social cohesion (AC9HC10S06)</p>	<p>constructing tables of strengths and weaknesses of Australia’s political institutions, such as the Commonwealth Parliament or the Court system (AC9HC10S06_E1)</p>
	<p>evaluate Australian and global responses and outcomes to contemporary issues and challenges (AC9HC10S07)</p>	<p>developing points of view supported by evidence and argument (AC9HC10S06_E2)</p>
Communicating	<p>evaluate Australian and global responses and outcomes to contemporary issues and challenges (AC9HC10S07)</p>	<p>evaluating how the Australian government responds to an issue and analysing the process of policy development and implementation (AC9HC10S06_E1)</p>
	<p>use a range of communication forms to respond to a civics and citizenship issue, using evidence and perspectives, articulating viewpoints, ideas and reasons for active citizenship and global citizenship (AC9HC10S08)</p>	<p>evaluating the media’s representations of contemporary issues and government responses to them (AC9HC10S06_E2)</p>
	<p>use a range of communication forms to respond to a civics and citizenship issue, using evidence and perspectives, articulating viewpoints, ideas and reasons for active citizenship and global citizenship (AC9HC10S08)</p>	<p>using a variety of formats (oral, print-based or digital) to respond to a civics and citizenship issue or theme, using evidence and argument (AC9HC10S08_E1)</p> <p>identifying and analysing a range of perspectives, ideas and reasons for active citizenship and global citizenship (AC9HC10S08_E2)</p> <p>considering and identifying the qualities of a citizen in a contemporary, successful democracy (AC9HC10S08_E3)</p>

Year 10

Year level description

The Year 10 curriculum develops students' understanding of Australia's system of government through comparison with another system of government in the Asia-Pacific region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations, and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia and investigate the values and practices that enable a democratic society to be sustained. Students reflect on the rights, privileges and responsibilities as active and global citizens.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' civics and citizenship knowledge, understandings and skills.

- 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?
- How does Australia respond to emerging global issues?

Achievement standard

By the end of Year 10, students compare and evaluate the key features and values of systems of government. Students analyse the Australian Government's global roles and responsibilities and the impact of global interconnectedness. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. They analyse the challenges and ways to sustaining a resilient democracy, and a cohesive society in Australia and in our region or globally.

Students evaluate a range of questions to investigate a contemporary issue. They analyse data, information, ideas and perspectives from a range of sources for reliability and usefulness. Students evaluate different perspectives and analyse different points of view. They design a plan for action, taking into account challenges and opportunities, multiple perspectives and alternative approaches. Students evaluate the effectiveness of democratic processes and strategies and negotiate solutions to an issue. They evaluate how active and global citizenship can contribute to a democratic and cohesive society. They evaluate ways they can be active and informed citizens in different contexts. Students communicate an evidence-based argument incorporating different points of view on a contemporary issue using democratic, legal and citizenship concepts and relevant evidence.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and understanding</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Government and democracy</p>	<p>the key features and values of Australia's system of government compared with at least one other democratic or non-democratic system of government in the Asia-Pacific region (AC9HC10K01)</p>	<p>comparing the key institutional features of Australia's political system (for example, free, fair and frequent elections, the party system, the partial separation of powers, the rule of law and the protection of human rights and freedoms) with the key features of another system of government in Asia (AC9HC10K01_E1)</p> <p>researching Australia's political culture (for example, cultural dispossession of the rights of the First Nations People of Australia, White Australia, egalitarianism, conformism to benevolent government, both monarchism and republicanism, masculinism and secularism, and the idea of 'Australian values') (AC9HC10K01_E2)</p> <p>exploring and reflecting on the cultural influences shaping the political system of the chosen comparison country (AC9HC10K01_E3)</p>
	<p>the Australian Government's role and responsibilities at a regional and global level, for example membership of intergovernmental organisations (United Nations, International Criminal Court, WTO) and participation in multilateral agreements in order to address global issues, and the impact of global interconnectedness (AC9HC10K02)</p>	<p>exploring the types of participation that Australia undertakes in the Asia-Pacific region (for example, exchange programs, peacekeeping, election monitoring, development aid, health programs, disaster management) and internationally, including participation in the United Nations Security Council (AC9HC10K02_E1)</p> <p>analysing the reasons for Australia's participation in the region and globally through a realist versus cosmopolitan framework (AC9HC10K02_E2)</p> <p>investigating Australia's responsibilities under and commitment to various international treaties, conventions and agendas, such as the UN Sustainable Development Agenda and the United Nations Framework Convention on Climate Change (AC9HC10K02_E3)</p> <p>analysing and evaluating the effectiveness of the Australian government's response to at least one global issue, such as human rights, war and conflict, challenges to democracy or climate change (AC9HC10K02_E4)</p> <p>comparing the responses of other global actors to this global issue (AC9HC10K02_E5)</p> <p>identifying ways that the forces of global interconnectedness could both exacerbate and enhance the ability to solve the key issues of our time (AC9HC10K02_E6)</p> <p>evaluating the impacts of these issues on Australia's identity, First Nations People of Australia reconciliation, truth telling and sovereignty, Australian government policies and citizens' choices to act in the global interest (AC9HC10K02_E7)</p>

Laws and citizens		comparing the responses of other global actors to this global issue (AC9HC10K02_E8)
	the role of the parliament and the High Court of Australia in protecting rights under the Constitution, common law and through federal and state laws (AC9HC10K03)	explaining the role of the High Court in interpreting and applying the law, including contemporary Australian examples (AC9HC10K03_E1)
		exploring the concepts of express and implied rights through High Court cases such as the <i>Stolen Generations Case (Kruger v the Commonwealth (1997))</i> and the <i>Vicki Lee Roach Case (Roach v Electoral Commissioner (2007))</i> (AC9HC10K03_E2)
		investigating how native title property rights were developed through High Court interpretation of common law and enshrined in statutory law (AC9HC10K03_E3)
		comparing the effectiveness of a constitutional Bills of Rights, such as the American, with Statutory Bills of Rights, such as New Zealand's (AC9HC10K03_E4)
	how Australia's international legal obligations shape Australian law and government policies, particularly in relation to First Nations People of Australia and the International Covenant on Civil and Political Rights and the issues related to the application of these obligations in the Australian legal system (AC9HC10K04)	investigating how many of the nine key human rights treaties Australia has signed and ratified and researching how at least one of these has shaped Australian law or government policy (AC9HC10K04_E1)
		explaining how these international conventions and declarations, such as the Declaration on the Rights of Indigenous Peoples, have shaped Australian government law and policies with regard to First Nations People of Australia (AC9HC10K04_E2)
analysing Australia's legal obligations to the environment (for example, under the Paris Agreement (2016), the World Heritage Convention (1972) and/or to refugees under the Convention Relating to the Status of Refugees (1951) and its optional protocol (1967)) (AC9HC10K04_E3)		

Citizenship, diversity and identity		the challenges to and ways of sustaining a resilient democracy, and a cohesive society in Australia and/or in our region or globally (AC9HC10K05)	<p>identifying the key characteristics of cohesive, democratic societies, such as cooperation, inclusion, respect, peaceful resolution of conflicts and the importance of an active and informed citizenry (AC9HC10K05_E1)</p> <p>considering threats to Australian democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness (AC9HC10K05_E2)</p> <p>locating and discussing a range of possible threats to the resilience of democratic societies globally, such as extreme polarisation of views and a breakdown in social consensus, and the rise of non-democratic forces such as fascist and extremist groups with no commitment to democratic values and increasing inequality, which breeds conflict and resentment (AC9HC10K05_E3)</p> <p>collaborating with peers to identify and implement strategies to safeguard Australia's democracy into the future (for example, processes by which individuals and groups resolve differences in Australian communities, such as negotiation, mediation and reconciliation) (AC9HC10K05_E4)</p>	
	Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>	
	Skills	Asking questions about civics and citizenship	develop, select, use and evaluate a range of questions to investigate democracy, political and legal systems, and/or a contemporary issue (AC9HC10S01)	<p>developing a range of sub-questions that would flow necessarily from the over-arching question (for example, 'how equal?', 'how representative?' 'how accountable' and 'how accessible?') (AC9HC10S01_E3)</p> <p>using the questions to evaluate aspects of democratic political and legal systems or citizenship issues (AC9HC10S01_E4)</p>
		Investigating contemporary civics and citizenship	select, classify and analyse data, information and ideas from a range of sources and evaluate their	<p>using digital programs, such as Excel, and platforms such as Survey Monkey or polling apps to conduct surveys and analyse research results (AC9HC10S02_E3)</p> <p>exploring traditional and social media texts for stereotype, over-generalisation and misrepresentation (for example, how cultural groups such as recent immigrants are represented in the media) (AC9HC10S02_E4)</p> <p>analysing the impact of both traditional and social media representations on various issues or groups (AC9HC10S02_E5)</p>

Participating in civic processes	reliability and usefulness (AC9HC10S02)	comparing the varying policies of different political groups on an issue, such as climate change or refugees (AC9HC10S02_E6)
	evaluate different perspectives, beliefs, interpretations and points of view on contemporary issues and explain reasons for these differences (AC9HC10S03)	developing a role-play on an ethical issue, including the perspectives of various stakeholders (for example, a hypothetical on genocide or the provision of significant development aid to the Pacific) (AC9HC10S03_E3)
		evaluating a point of view on the basis of evidence and argument, that includes a rebuttal of an alternative point of view (for example, about Australia's commitment to its international legal obligations) (AC9HC10S03_E4)
	use democratic decision-making processes that consider multiple perspectives to reach consensus on a civic issue and develop a plan of action (AC9HC10S04)	developing a plan of action based on group consultation to create possible solutions (AC9HC10S04_E6)
		devising a fallback position (Plan B) (AC9HC10S04_E7)
		considering the most appropriate democratic decision-making processes to reach a consensus, such as achieving an absolute majority (AC9HC10S04_E8)
		using democratic processes to decide on criteria that can be used to evaluate plans for action to addresses a civics and citizenship issue (AC9HC10S04_E9)
		identifying civics and citizenship issues that may involve dissent, uncertainty or be open to interpretation and debate (for example, international views on whaling or globalisation, or border security and devising strategies to accommodate difference and reach compromise) (AC9HC10S04_E10)
	evaluate how active and global citizenship can contribute to a democratic society through informed and responsible action and to make change (AC9HC10S05)	writing an evaluative essay or analytical report on how active and global citizenship contributes to the advancement of democratic outcomes (AC9HC10S05_E2)

Evaluating political and legal institutions	evaluate the effectiveness of Australian and global political institutions and legal systems and processes in upholding democratic values, the rule of law, protecting human rights and freedoms and achieving social cohesion (AC9HC10S06)	conducting an audit of Australia's protection of rights and freedoms (AC9HC10S06_E3)
		comparing areas of fragmentation in Australian society with areas of cohesion (for example, the rise of right wing or conspiracy groups with the majority adherence to laws and community protections) (AC9HC10S06_E4)
		explaining the role of institutions of global governance, such as the United Nations or the International Criminal Court (AC9HC10S06_E5)
		evaluate their effectiveness in upholding democratic norms, human rights and peace and stability (AC9HC10S06_E6)
Evaluating political and legal institutions	evaluate Australian and global responses and outcomes to contemporary issues and challenges (AC9HC10S07)	deconstructing a point of view on the effectiveness of an Australian or global response to a contemporary issue (AC9HC10S07_E3)
		using a case study such as the Rohingya genocide or democratic protests in Myanmar to assess the effectiveness of global actors' responses, including the response of the Australian Government (AC9HC10S07_E4)
Communicating	use a range of communication forms to respond to a civics and citizenship issue, using evidence and perspectives, articulating viewpoints, ideas and reasons for active citizenship and global citizenship (AC9HC10S08)	creating a sustained and cohesive argument outlining the value of active and global citizenship for local, regional and global communities (AC9HC10S08_E4)
		considering Australian, regional and global futures and how students might contribute as active and informed citizens (AC9HC10S08_E5)
		considering how digital technologies enable them to engage with a global community (AC9HC10S08_E6)
		discussing the implications of living in an interconnected world and what this could mean for active and informed citizenship (AC9HC10S08_E7)

ECONOMICS AND BUSINESS YEARS 7–10

Rationale

As global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who embrace opportunities, make informed decisions about their own lives, accept responsibility for their own actions, have empathy for the circumstances of others and contribute to the common good. Young Australians will also face a number of social, economic, environmental and ethical challenges in their lifetimes that will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills that will empower them in the face of such challenges.

The Australian Curriculum: Economics and Business empowers students to shape their social and economic futures and to contribute to the development of a prosperous, sustainable and equitable Australian economy. The study of economics and business equips students to secure their financial futures, participate in and contribute to human wellbeing in society and understand their responsibilities as global citizens. Through studying economics and business, students learn to appreciate the interdependence of economic decision-making, including its effects on consumers, workers, producers, the financial sector, governments and other economies, and on environmental and social systems.

Through authentic learning opportunities, the economics and business curriculum provides opportunities for students to apply entrepreneurship within a range of contexts. Further, students examine the role of the entrepreneur and how enterprising abilities affect responses to opportunities and changing economic conditions, and contribute to the prosperity of individuals and society.

They should also be able to apply their knowledge of consumer and financial literacy to their decision-making, while reflecting on the effects of economic and business decision-making on themselves, other people and communities, both now and in the future. As a result, students should be prepared for their potential roles as community and workforce members and to be able to actively and effectively participate in the economic and business environment.

Aims

The Australian Curriculum: Economics and Business aims to ensure students develop:

- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in and contribute to the economy as consumers, workers and producers
- understanding of the relationships between consumers, workers, producers, the financial sector, governments and the global economy within the economic and business environment
- the skills to make consumer and financial decisions, be aware of how these decisions affect their future options and have empathy for the circumstances of others

- understanding of how entrepreneurship contributes to the prosperity of individuals and society
- an ability to investigate contemporary issues and events, and apply economic and business concepts to make reasoned decisions
- understandings that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens.

Organisation of the learning area

Content structure

The Australian Curriculum: Economics and Business is presented in year levels for knowledge and understanding and bands for skills from Year 7 to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Each year level includes example inquiry questions that provide a framework for developing students' economic and business knowledge, understanding and skills.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. In Economics and Business, the knowledge and understanding content descriptions are presented in year levels and the skills are presented in bands. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

The Australian Curriculum: Economics and Business is organised in two related strands:

- Economics and business knowledge and understanding
- Economics and business skills.

Under each strand, curriculum content is further organised into sub-strands.

It is expected that all sub-strands are studied in each year level in Years 7 and 8 and if taught in Years 9 and 10. The sub-strands can be taught separately or together through the exploration of a contemporary economic and/or business issue or event to provide the context (local, national, the Asia-Pacific, global).

In both these strands, the study of contemporary economics and business issues and events stimulates student interest and curiosity. The content is intended to be taught through a relevant context, which will help students make the connections between what they are learning in class and events or issues that are happening in their local area, Australia, the Asia-Pacific and the world.

The two strands are integral to the development of a teaching and learning program. The economics and business knowledge and understanding strand provides the content focus through which particular skills are to be developed. It is developed year by year. The economics and business skills are described in two-year bands of schooling.

Economics and business knowledge and understanding strand

Economics and business knowledge refers to the facts, principles, theories and models developed in economics and business. Economics and business understanding is the ability to see the relationships between concepts and the interdependence of sectors of the economy. It is comprised of two sub-strands: the function and operation of systems; and economic and business activity.

Economics and business skills strand

The economics and business skills strand comprises four sub-strands:

- **Investigating contemporary economic and business issues** – involves students asking economic and business questions, selecting a range of different kinds of questions to investigate contemporary economics and business issues.
- **Interpreting and analysing** – engages students in transforming and critically examining data and information, explaining the perspectives of key stakeholders and considering consumer and financial impacts.

- **Economic and business decision-making** – involves students synthesising data, information and perspectives, developing actions or responses using appropriate criteria, making informed decisions and explaining the likely outcomes of the application of entrepreneurship.
- **Communicating** – involves students presenting evidence-based conclusions using economic and business concepts and terms, and types of text appropriate to purpose and audience.

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

The core concepts for Economics and Business are:

- **Resource allocation and decision-making** – Resource allocation and decision-making focuses on the process of using available, limited resources for competing alternative uses that satisfy society's increasing needs and wants. As every need and want cannot be satisfied with available resources, choices must be made about how resources are allocated most effectively, based on the actions of consumers, producers, workers, the financial sector, governments and other economies.
- **The economic and business environment** – The economic and business environment examines the ways businesses operate at many levels, and the ways they respond to opportunities and changing circumstances and conditions. As businesses operate in markets, the decisions they make have social, economic and environmental consequences.
- **Consumer and financial literacy** – Consumer and financial literacy explores the role of making responsible and informed decisions about consumer and financial issues and managing money and assets, and how these decisions affect human wellbeing, sense of security and awareness of future options.
- **Entrepreneurship** – Entrepreneurship examines how individuals respond to risks and rewards within the economic and business environment, develop and improve activities, and create economic, social and cultural value within a range of contexts.

See core concepts for Economics and Business in Figure 2.

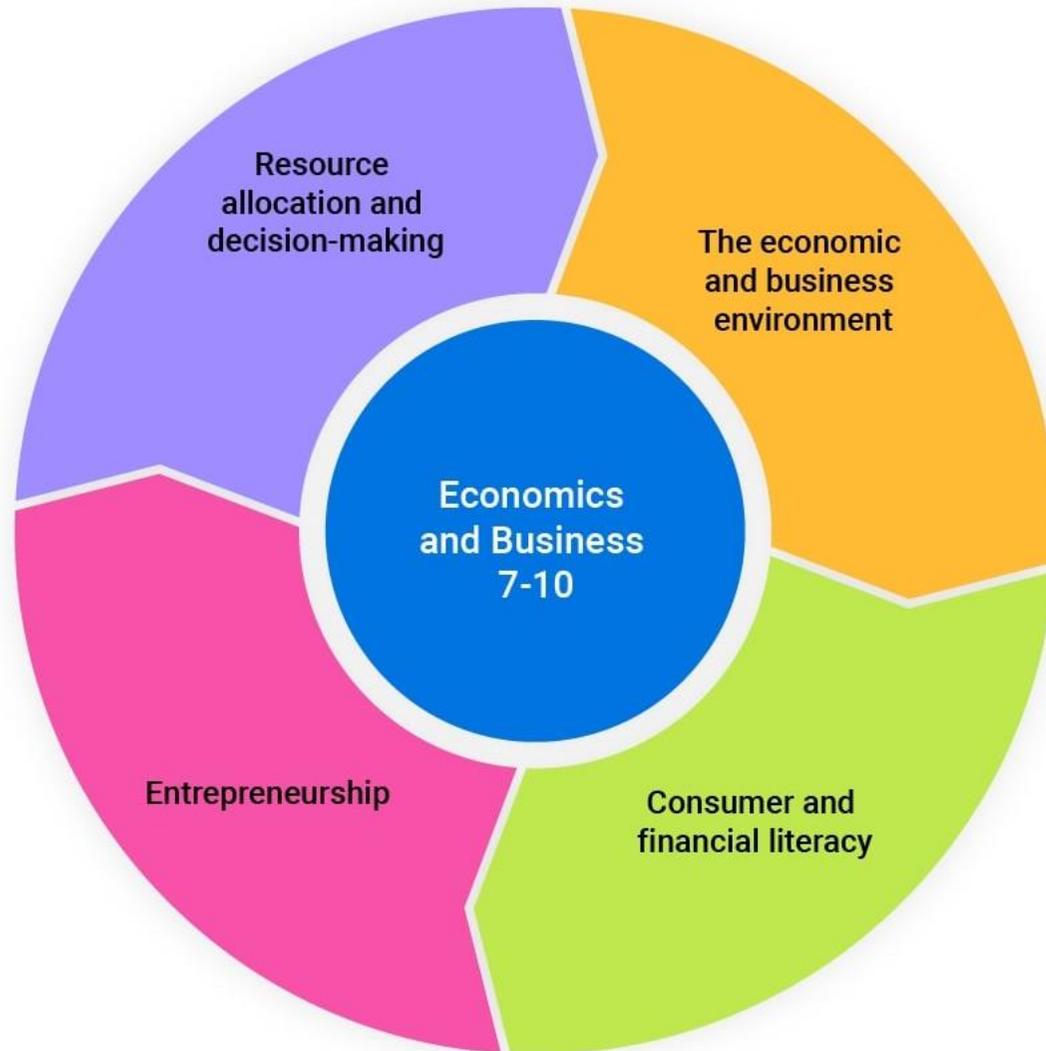


Figure 2. Core concepts for Economics and Business

Curriculum elements

Year 7

Year level description

The Year 7 curriculum develops students' understanding of the concepts of resource allocation and economic decision-making, the economic and business environment, consumer and financial literacy, and entrepreneurship.

Students examine the function and operation of systems by focusing on why societies make choices to satisfy needs and wants of individuals and communities in ways that have a positive impact on the community and the environment. They also consider the rights, responsibilities and opportunities that arise for consumers, producers, businesses and government, particularly in relation to consumer and financial contexts.

Students focus on the nature of economic and business activity by considering what it means to be a consumer, a worker and a producer within the economic and business environment, and the relationships between these groups. They explore the characteristics of successful businesses and consider how entrepreneurship contributes to business success.

The emphasis in Year 7 is on personal, community and national issues or events.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' economic and business knowledge, understanding and skills.

- Why do societies make economic decisions to allocate resources to meet the needs and wants of individuals and communities?
- Why do consumers and businesses have both rights and responsibilities?
- What is the role of the entrepreneur within the economic and business environment?
- What types of work exist and in what other ways can people derive an income?

Achievement standard

By the end of Year 7, students explain why societies and individuals make economic decisions about the allocation of resources and describe the interdependence of consumers and producers within the economic and business environment. They identify the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They describe the characteristics of successful businesses and identify how entrepreneurs contribute to this success.

When investigating a contemporary economic and/or business issue or event, students use concepts to ask questions, and select and organise relevant data and information from sources. They interpret representations of data to identify trends. They apply economics and business concepts to develop an action or response to an issue or event. They identify costs and benefits of the proposed action or response and make decisions about a course of action. Students communicate conclusions using economics and business language, types of text appropriate to purpose and audience, and acknowledge sources.

Strand / Sub-strand	Content description	Elaboration
Knowledge and understanding The function and operation of systems	<i>Students learn about:</i> reasons societies make economic decisions to allocate limited economic resources to meet the needs and wants of individuals and communities (AC9HE7K01)	<i>This may involve students:</i> explaining the concept of scarcity and why individuals cannot have all the items they want and therefore must make a choice (AC9HE7K01_E1) selecting and using data and information to investigate an inquiry question on identifying the needs and wants of a local community and exploring the ways limited resources are used currently to meet these needs and wants (AC9HE7K01_E2) explaining how resources might be used more sustainably to meet these needs and wants into the future (AC9HE7K01_E3) investigating how pre-contact First Nations Australian communities used exchange systems (barter) or networks (partnerships) to share limited resources in sustainable ways (AC9HE7K01_E4)
	rights and responsibilities of consumers, producers, businesses and government in relation to consumer and financial products and services (AC9HE7K02)	selecting and using data and information to investigate an inquiry question on identifying and distinguishing between the rights and responsibilities of consumers and producers (AC9HE7K02_E1) identifying ways the rights of consumers are protected through the law when purchasing a good or service (for example, warranties, cooling-off periods and returning goods) (AC9HE7K02_E2) identifying and explaining how businesses are required by government to protect the safety of consumers (for example, mandatory and voluntary standards and product safety recalls) (AC9HE7K02_E3) designing strategies for consumers to apply understandings of rights and responsibilities when interacting as consumers within a range of contexts (AC9HE7K02_E4)

Economic and business activity	characteristics of entrepreneurs and how these influenced the success of a local business in the economic and business environment (AC9HE7K03)	identifying the role of the entrepreneur, including attitudes and actions, in the Australian economic and business environment (AC9HE7K03_E1)
		analysing the influence of values on entrepreneurial decision-making (for example, identifying and taking advantage of an opportunity, negotiating with stakeholders and complying with the law and regulations) (AC9HE7K03_E2)
		combining knowledge of the characteristics of entrepreneurs with observations of successful local businesses to explain factors that contribute to success (for example, location, quality of service, a high-quality product, sound management practices) (AC9HE7K03_E3)
		investigating the role of First Nations Australian entrepreneurs in a range of industries, including the creation of partnerships with local businesses or forming cooperatives (for example, 'What is their story? How did they achieve success? What processes did they apply?') (AC9HE7K03_E4)
	why and how individuals work, including First Nations Australians, the types of work they are involved in, and how they derive an income in the Australian economic and business environment (AC9HE7K04)	identifying the ways people derive an income using a range of sources (for example, owning a business, being a shareholder, providing a rental service or receiving a social security benefit) (AC9HE7K04_E1)
		investigating how First Nations Australian entrepreneurs derive an income within the Australian economic and business environment (for example, continuity of cultural practices and management of country, valuing a First Nations Australian cultural activity or demonstrating innovation and enterprise) (AC9HE7K04_E2)
		analysing the contribution that work can make to an individual's roles and responsibilities within a community (for example, earning an income, contributing to an individual's self-esteem, contributing to the community, material and non-material living standards and happiness) (AC9HE7K04_E3)
		discussing an individual's experiences of different types of work (for example, full-time, part-time, casual, at home, paid, unpaid, unrecognised and volunteer) to appreciate the reasons people work (AC9HE7K04_E4)

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills	Investigating contemporary economic and business issues	develop questions using economic and business concepts to investigate contemporary issues or events (AC9HE8S01)	developing questions to form the basis of an economic or business investigation (for example, 'Why are consumers and producers reliant on each other?', 'What are examples of economic activity created by consumers and producers?', 'What are the rights and responsibilities of producers and consumers?' and 'What are the characteristics of a successful business?') (AC9HE8S01_E1)
		select and organise relevant data, information and viewpoints from a range of sources (AC9HE8S02)	locating and retrieving relevant data, information and viewpoints from a range of sources, exploring advanced search functions (for example, 'define: market' or 'allintitle: sectors of the Australian economy') and targeted criteria (for example, 'allintext: products made in Australia in 2000s') (AC9HE8S02_E1) identifying significant and relevant data, information and viewpoints from a range of sources, (for example, Australian Bureau of Statistics for data on types of products and services sold in the Australian market for an identified period, online sources such as newspapers presenting profiles on successful local businesses, and case studies identifying strategies used to achieve their objectives) (AC9HE8S02_E2)
	Interpreting and analysing	interpret representations of data, identifying similarities and differences, trends and economic cause-and-effect relationships (AC9HE8S03)	interpreting data represented in different formats (for example, levels of saving for different age cohorts) and combining known and new ideas (for example, making predictions about the trend for shopping online) (AC9HE8S03_E1)

Economic and business decision-making	apply economics and business concepts to develop an action or response to an issue or event, and evaluate potential costs or benefits of each action or response (AC9HE8S04)	<p>combining or elaborating on known knowledge, skills and concepts with new ideas to develop an action or response (for example, creating simple budgets to achieve specific financial goals and using digital and online tools to keep financial records in a 'real-life' context) (AC9HE8S04_E1)</p> <p>making decisions about how to respond to an economics or business issue or event, and explaining reasons for the recommendation (for example, use of criteria or decision-making matrix to identify costs and benefits) (AC9HE8S04_E2)</p>
	identify the influence of entrepreneurship and explain its effect on the outcomes of a proposed action or response (AC9HE8S05)	<p>identifying entrepreneurial qualities demonstrated in project learning (for example, how does planning, goal setting, organising and accepting responsibility help team members complete a class activity?) (AC9HE8S05_E1)</p> <p>explaining the contribution of entrepreneurial qualities to an extra-curricular activity (for example, why entrepreneurs compare the expected benefits of entering a new enterprise with the expected costs or how entrepreneurs organise the land, labour, capital and enterprise to produce goods and services) (AC9HE8S05_E2)</p> <p>collaborating and safely exchanging information online with team members to identify how entrepreneurial qualities (for example, confidence, initiative, innovation and creativity, global competency and empathy, an awareness of opportunity and a willingness to take risks) influence the operation of a local business (AC9HE8S05_E3)</p>
	communicate evidence-based conclusions using economics and business language, types of text appropriate to purpose and audience, and acknowledgement of sources (AC9HE8S06)	<p>communicating in written, oral and/or visual types of text to explain an idea, conclusion, action or response (for example, accurate information, a summary or expected outcomes) (AC9HE8S06_E1)</p> <p>orienting the audience to the topic using economic and business concepts and terms (for example, market, income, entrepreneurial qualities, costs and benefits) (AC9HE8S06_E2)</p> <p>using graphic representations of data and information (for example, graphs, tables, spreadsheets or visual displays) and research (for example, reports or websites) (AC9HE8S06_E3)</p>

Year 8

Year level description

The Year 8 curriculum develops students' understanding of the concepts of resource allocation and economic decision-making, the economic and business environment, consumer and financial literacy and entrepreneurship.

Students examine the function and operation of systems by exploring the ways markets, including those of First Nations Australians, change in response to the expectations of consumers, workers and producers. They explore the role of Australia's system of taxation, particularly its influence on economic decision-making and support for consumers, workers and producers in relation to consumer and financial issues and events.

Students focus on the nature of economic and business activity by considering how economic decision-making by consumers and producers influences the ways limited resources are allocated to produce goods and services in a market economy. They examine how different businesses respond to opportunities in the market through planning for short-term and long-term personal, organisational and financial objectives.

The emphasis in Year 8 is on national issues and events, with opportunities for the concepts to also be considered in relation to the local community or global issues where appropriate.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' economic and business knowledge, understanding and skills.

- How do markets facilitate economic decision-making and the allocation of resources?
- Why are markets needed and why are governments involved?
- How does Australia's taxation system support consumers and producers in relation to consumer and financial issues or events?
- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How do different businesses respond to opportunities in the market?

Achievement standard

By the end of Year 8, students explain how markets facilitate decision-making about the allocation of resources and recognise why governments may influence the market's operation. They explain influences on consumer and financial decision-making and the importance of planning for the future. They describe why different types of business exist and describe the ways businesses respond to opportunities within the Australia's economic and business environment.

When investigating a contemporary economic and/or business issue or event, students use concepts to ask questions, and select, compare and organise relevant data and information from a range of sources. They interpret and analyse representations of data to identify trends and economic cause-and-effect relationships. They apply economics and business knowledge, skills and concepts to develop an action or response to an issue or event. They evaluate costs and benefits of the proposal and make decisions about how it is to be implemented. Students communicate conclusions using economics and business language, text types to appropriate to purpose and audience, and acknowledge sources.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn about:</i>	<i>This may involve students:</i>
Knowledge and understanding	The function and operation of systems	how economic decision-making by consumers and producers influences the ways limited resources are allocated to produce goods and services (AC9HE8K01)	<p>developing questions to identify and explain the role of consumers and producers in the market (for example, using a simple circular flow of income model) (AC9HE8K01_E1)</p> <p>identifying how markets distribute and allocate resources (that is, how do businesses answer the questions of what to produce, how to produce and for whom to produce?) (AC9HE8K01_E2)</p> <p>considering the ways buyers and sellers interact in different forms of markets (for example, retail, labour, financial and stock market) and how they influence prices (AC9HE8K01_E3)</p> <p>explaining examples of government intervention in the market through regulation of economic activity or redistribution of income (for example, providing some types of goods and services not being provided sufficiently by the market, such as healthcare or social security benefits) (AC9HE8K01_E4)</p> <p>explaining how markets in rural, remote and regional locations facilitate the allocation of resources and the ways government may intervene to support the economic participation of First Nations Australians (for example, growth in exports of cultural artworks) (AC9HE8K01_E5)</p>
		economic decision-making in Australian markets and economic and business environments, including First Nations Australians'	<p>exploring traditional knowledges and practices that enabled fast and expansive exchange in technology, ideas and resources within and between First Nations Australian communities (for example, reciprocal relationships, trade or exchange initiated as part of ceremonies or protocols) (AC9HE8K02_E1)</p> <p>recognising that First Nations Australian communities participate in and contribute to contemporary markets (for example, cultural arts industry) and identifying the barriers to access contemporary markets (for example, funding, transport and communications, and economic conditions) (AC9HE8K02_E2)</p>

	communities and markets (AC9HE8K02)	investigating the enterprising ways First Nations Australians market their cultural knowledge and connections to Country/Place in contemporary markets (for example, cultural tourism and other business ventures that harness traditional knowledge of art, medicines and food derived from the environment) (AC9HE8K02_E3)
	the role of Australia's system of taxation, including its influence on economic (consumer and financial) decision-making and how the government may use the taxation system to support consumers or producers (AC9HE8K03)	describing the purpose of Australia's system of taxation (AC9HE8K03_E1)
		explaining the different types of taxes in Australia (for example, progressive, regressive and proportional) (AC9HE8K03_E2)
		analysing how the taxation system collects revenue and allocates expenditure to provide services needed by the community (AC9HE8K03_E3)
		analysing patterns and trends in government spending, explaining why the government may support the human wellbeing (for example, spending in education, health and infrastructure (AC9HE8K03_E4)
		explaining why tax scales for individual consumer or producers differ and evaluating the fairness of Australia's taxation system (AC9HE8K03_E5)
Economic and business activity	how individual consumers and/or producers plan to achieve short-term and long-term personal, organisation and financial objectives in Australia's economic and business environment, including responding to influences	identifying sources of income and forms of expenditure for individuals as well as revenues and costs for businesses (AC9HE8K04_E1)
		identifying and explaining options for a budgeting and savings plan using short- and long-term personal financial objectives (AC9HE8K04_E2)
		explaining reasons for setting short- and long-term personal financial objectives and prioritising needs and financial responsibilities over personal wants (AC9HE8K04_E3)
		explaining how financial records (for example, income statements, balance sheets, budgets and cash flow statements) inform business decision-making (AC9HE8K04_E4)
		evaluating business processes that are used to manage finances and plan in the short- and long-term (for example, by devising a business plan or planning to invest through borrowing from a financial institution) (AC9HE8K04_E5)

		on the ways people work (AC9HE8K04)	identifying changes to the workforce over time, such as the jobs available, the way individuals or communities value particular work, career length and human resource development, changing demography, corporate social responsibility and sustainability practices, changes to workplace laws (AC9HE8K04_E6)
		types of businesses and the ways entrepreneurs respond to opportunities in the Australian economic and business environment, including the ways First Nations Australians' communities create economic activity (AC9HE8K05)	comparing different forms of business ownership (for example, sole proprietorship, partnership, corporation, cooperative or franchise) (AC9HE8K05_E1)
			explaining why a person or group of people would choose to establish one type of business rather than another (AC9HE8K05_E2)
			explaining external factors influencing business opportunities (for example, government and government policy, competitors in the market, demographics, technological innovations in production processes and product design, economic conditions, globalisation, and changing social attitudes and trends of the target market) (AC9HE8K05_E3)
			explaining internal factors that influence business opportunities, such as the product, location, resources, management and business culture, including the ability to be adaptable and demonstrate enterprising behaviours and skills (AC9HE8K05_E4)
			explaining the different ways First Nations Australian communities respond to opportunities in the market or develop initiatives (for example, marketing tourism experiences related to understanding First Nations Australian cultures to international tourists or marketing native spices to international chefs) (AC9HE8K05_E5)
Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills	Investigating contemporary economic and business issues	develop questions using economic and business concepts to investigate contemporary issues or events (AC9HE8S01)	developing targeted questions to form the basis of an investigation of an economic or business issue or event and its importance (for example, 'How are the prices of products determined through the interaction of participants in the market?', 'Why does a person or group of people establish a business?', 'How are consumers' rights and responsibilities protected when they make purchasing decisions?' and 'How should a business respond to an opportunity in the Australian market?') (AC9HE8S01_E2)
		select and organise relevant data, information and	locating, selecting and retrieving relevant data, information and viewpoints from a range of sources, and exploring advanced search functions (for example, 'allintitle: taxation in Australia' or 'define: financial literacy') (AC9HE8S02_E3)

		viewpoints from a range of sources (AC9HE8S02)	identifying significant and relevant data, information and viewpoints from a range of sources, (for example, government websites for information about taxation and data on government expenditure, online sources such as newspapers or news feeds presenting information on the establishment of new businesses, and case studies sharing the viewpoints on operation of markets) (AC9HE8S02_E4)
			organising and representing data (for example, constructing a diagram modelling the relationship between consumers, producers and government), information (for example, a table showing the different types of markets) and viewpoints (for example, identifying a financial or economic decision made by a consumer and a producer) (AC9HE8S02_E5)
	Interpreting and analysing	interpret representations of data, identifying similarities and differences, trends and economic cause-and-effect relationships (AC9HE8S03)	interpreting data represented in different formats (for example, tables and graphs), combining known and new ideas (for example, identify similarities and differences in the ways markets operate or making predictions about future levels of taxation and government expenditure) (AC9HE8S03_E2)
Economic and business decision-making		apply economics and business concepts to develop an action or response to an issue or event, and evaluate potential costs or benefits of each action or response (AC9HE8S04)	adapting or combining understanding of concepts with new ideas to develop an action or response (for example, helping the family decide what products they need to purchase during the week or demonstrating an understanding of their rights as consumers when buying an item or returning it to the store) (AC9HE8S04_E3)
			making decisions about how to respond to an economics or business issue or event, and explaining reasons for the recommendation (for example, undertaking a cost-benefit analysis of alternative ways for a business to respond to opportunities in the market) (AC9HE8S04_E4)
		identify the influence of entrepreneurship and explain its effect on the	analysing the impact of entrepreneurial qualities on making improvements to ways of working and outputs for a project (for example, why is it important at the conclusion of an activity to review accomplishments or address shortfalls?) (AC9HE8S05_E4)

	outcomes of a proposed action or response (AC9HE8S05)	evaluating the contribution of entrepreneurial qualities to a response to a local or national economics or business issue (for example, how entrepreneurs respond to incentives such as being their own boss, the opportunity to achieve recognition or the satisfaction of creating new products and services) (AC9HE8S05_E5)
Communicating	communicate evidence-based conclusions using economics and business language, types of text appropriate to purpose and audience, and acknowledgement of sources (AC9HE8S06)	communicating in written, oral and/or visual types of texts to explain ideas, conclusions, actions or responses in different formats (for example, presentations) and for different purposes (for example, to persuade or inform) (AC9HE8S06_E4)
		orienting the audience (for example, peers or community groups) to the topic using economic and business concepts and terms (for example, markets, interdependent relationships, consumer and financial decision-making, and entrepreneurs) (AC9HE8S06_E5)
		constructing graphic representations of data and information (for example, a presentation that includes visual displays such as graphs and charts, as well as text identifying findings and conclusions) (AC9HE8S06_E6)

Year 9

Year level description

The Year 9 curriculum develops students' understanding of the concepts of resource allocation and economic decision-making, the economic and business environment, consumer and financial literacy, and entrepreneurship.

Students examine the function and operation of systems by deepening their understanding of what it means for Australia to be part of the Asia-Pacific and the global economy, and its effects on the distribution of resources. They explore the role of Australia's financial system in the economy, including its influence on consumer and financial issues and events. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments.

Students focus on the nature of economic and business activity by examining the importance of international trade and its effects on decision-making by consumers and producers. They consider the influence of entrepreneurship on the creation and maintenance of a competitive advantage in a global market. They explore how individuals and businesses manage consumer and financial risks and rewards within the economic and business environment.

In Year 9, students explore Australia's interactions with the Asia-Pacific and within the global economy.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' economic and business knowledge, understanding and skills.

- How does the unequal distribution of resources affect their allocation by global markets?
- What strategies can be used to manage financial risks and rewards within the global economy?
- How do participants in the global economy interact?
- Why does trade affect the interactions of participants in the global economy?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?

Achievement standard

By the end of Year 9, students analyse factors influencing the distribution of resources and explain the importance of trade. They explain influences on consumer and financial decision-making and the importance of managing financial risks and rewards. They analyse the interdependence of participants in the

global economic and business environment. They explain why businesses seek to create a competitive advantage, including through entrepreneurial innovation, and evaluate the strategies that may be used.

When investigating a contemporary economic and/or business issue or event, students use concepts to ask questions, select and analyse relevant and reliable data and information and identify stakeholder perspectives from a range of sources. They interpret and analyse representations of data to explain economic trends and cause-and-effect relationships and make predictions about consumer and financial impacts. They synthesise economics and business data, information, the perspectives of key stakeholders and apply entrepreneurship to develop an action or response. They evaluate a proposal using appropriate criteria to decide on a justified course of action. Students communicate conclusions using relevant economics and business knowledge and language, a range of formats and types of text appropriate to purpose and audience, and reference sources.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding The function and operation of systems	the nature of international trade, including reasons for the unequal distribution of economic resources between countries, the implications for global trade and agreements and the patterns of trade between Australia and Asia (AC9HE9K01)	explaining why trade enables countries to respond to variations in the quantity and quality of economic resources within and between countries, and how this benefits Australian consumers and producers (AC9HE9K01_E1)
		analysing the direction and items of trade between Australia and the Asia region, and explaining its interdependent nature (AC9HE9K01_E2)
		identifying alternatives in the use of specific economic resources (for example, the wants of individuals may be unsatisfied or economic growth may be restricted), and explaining implications (AC9HE9K01_E3)
		analysing the impact of global events on Australia's trade and investment relationships with other countries (for example, a natural disaster in a country in Asia), and explaining the role of trading agreements (AC9HE9K01_E4)
		explaining the benefits of international trade of goods and services for consumers and producers (for example, benefits to producers when Australia trades its surplus and benefits to consumers from choice) (AC9HE9K01_E5)
		analysing the impact of global events (for example, natural disasters, a pandemic or tension over trade agreements) on Australia's trade and investment relationships with other countries, and explaining how consumers and producers can be affected (AC9HE9K01_E6)

Economic and business activity	the role of Australia's financial system, including its influence on economic decision-making and possible effects on consumers and producers (AC9HE9K02)	<p>identifying different organisations within Australia's financial sector (for example, banks, credit unions or building societies) and explaining their function (for example, collecting deposits, pooling savings and lending funds to individuals and businesses) (AC9HE9K02_E1)</p> <p>explaining the types of investment that enable people to receive income in the future (for example, shares, term deposits, managed funds) (AC9HE9K02_E2)</p> <p>explaining the difference between good and bad debt, how to manage debt, the risks of over-indebtedness and the importance of having a savings buffer (AC9HE9K02_E3)</p> <p>explaining the forces that shape and affect Australia's financial landscape (for example, financial deregulations, technological changes, economic and business activities, consumer and business sentiment about the financial landscape) (AC9HE9K02_E4)</p>
	the interdependence of consumers, producers, the financial sector and government within the global economic and business environment (AC9HE9K03)	<p>identifying information from a range of sources on the inter-relationships between First Nations People of Australia and trading routes or networks with neighbouring countries over time, and the benefits for communities (AC9HE9K03_E1)</p> <p>explaining the independent nature of economic decision-making (for example, consumers purchase goods and services, producers organise production and distribution and the financial sector facilitates investment) (AC9HE9K03_E2)</p> <p>examining how transnational corporations use supply chains to develop, produce and deliver a product or service, and explaining the advantages or disadvantages for producers, workers and consumers (AC9HE9K03_E3)</p> <p>analysing the implications of interdependence within the global economy for Australian consumers, workers and producers (for example, costs of the product or service and impacts of disruption or changes to regulations in another country) (AC9HE9K03_E4)</p>
	how individuals and businesses manage consumer and financial risks and rewards within an	<p>recognising examples of contemporary economic and business practices that may present a financial risk to consumers, and identifying actions or responses that mitigate the risk (AC9HE9K04_E1)</p> <p>explaining how consumers and producers can be affected by risks (for example, scams, identity theft or fraudulent transactions) or rewards (for example, choice, innovative products and services or benefits accrued through loyalty schemes) (AC9HE9K04_E2)</p>

	economic and business environment (AC9HE9K04)	<p>analysing the importance of ethical decision-making and corporate social responsibility when making consumer and financial decisions (for example, considering consequences for themselves, their families, the broader community and/or the environment) (AC9HE9K04_E3)</p> <p>explaining the ways producers are required by government to protect the safety of consumers (for example, mandatory and voluntary standards, product safety recalls or cooling-off periods) (AC9HE9K04_E4)</p> <p>exemplifying the ways consumers apply knowledge, experience and values to protect themselves from risks (for example, through setting financial goals, having insurance and savings and being alert to scams) (AC9HE9K04_E5)</p>
	entrepreneurial innovations, including initiatives by First Nations Australian entrepreneurs and corporations, and how Australian businesses manage their workforce, and create and maintain a competitive advantage in a global market (AC9HE9K05)	<p>identifying information from a range of sources about how First Nations Australian entrepreneurs promote, collaborate and facilitate enterprising initiatives (for example, the First Nations Chamber of Commerce and Industry, traditional landowners, non-government organisations or cooperatives) that market goods and services (AC9HE9K05_E1)</p> <p>engaging in and collaborating with partners to market First Nation Australians' products (for example, designing clothing and artefacts for different markets) and services (for example, licensing of cultural art in the marketing of cultural tourism) (AC9HE9K05_E2)</p> <p>identifying the reasons businesses seek to build or create a competitive advantage (for example, to meet the changing demands of a competitive global market and improve their profit margins) (AC9HE9K05_E3)</p> <p>explaining emerging techniques businesses can use to gain an advantage (for example, blended marketing or use of social media) and how the Australian government supports producers to increase exports (AC9HE9K05_E4)</p> <p>identifying the different strategies businesses use to produce goods and services at a lower cost (for example, research and development, gaining efficiencies in development, production or delivery processes or utilising local resources), and explaining how these actions may lead to lower prices for the consumer or an increase in demand and increased revenue for the producer (AC9HE9K05_E5)</p> <p>examining changes to the roles of employees in the workplace (for example, the increasing encouragement for workers to show initiative or act as intrapreneurs) (AC9HE9K05_E6)</p>

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills	Investigating contemporary economic and business issues	develop a range of questions using relevant economic and business concepts to investigate contemporary issues or events (AC9HE10S01)	developing questions to investigate a complex issue or event (for example, why it is important for businesses to seek a competitive advantage) (AC9HE10S01_E1)
		select and use data, information and perspectives from a range of sources that are relevant and reliable (AC9HE10S02)	locating relevant and reliable data and information (for example, 'allintitle: entrepreneurial innovation' or 'allintext: effects of entrepreneurial innovation') across multiple sources involving purposefully selected and contextually specific terms (for example, 'global markets') or criteria (for example, using specific key words to find 'case studies related to trade agreements') (AC9HE10S02_E1)
			evaluating data or information from a range of sources for relevance (for example, how will the data or information help answer the inquiry question?) and reliability (for example, how and when was it collected, by whom and for what purpose?) (AC9HE10S02_E2)
		analysing stakeholder perspectives in sources and recognising missing information that may affect the representation of perspectives (AC9HE10S02_E3)	
	Interpreting and analysing	interpret and analyse representations of data, explaining similarities and differences, trends, and economic cause-and-effect relationships, and make predictions about consumer and financial impacts (AC9HE10S03)	analysing multi-dimensional data and information (for example, data about different variables or data compiled by different organisations) to make predictions about future trends (for example, the way businesses operate in the global economy or trends in Australia's trade with the countries of Asia) (AC9HE10S03_E1)

	identify and explain the perspectives of key stakeholders (AC9HE10S04)	explaining stakeholder perspectives in relation to an issue or event, and identifying bias, contradiction or inconsistency (for example, examining how producers are affected by global events with consumer or worker perspectives not identified) (AC9HE10S04_E1)
Economic and business decision-making	synthesise economics and business concepts, data and information to develop actions or responses to an issue or event (AC9HE10S05)	developing actions or responses to address an issue or event (for example, how to manage over-indebtedness or how to mitigate financial risks) and modifying ideas when circumstances change (AC9HE10S05_E1)
	evaluate actions or responses, using cost-benefit analysis or criteria, to decide on a course of action from an economic, business or financial perspective (AC9HE10S06)	evaluating the costs and benefits of actions or responses (for example, strategies for a business seeking to remain competitive in the global market) and suggesting improvements (AC9HE10S06_E1) using a range of criteria (social, economic, environmental) to evaluate actions or responses (for example, unequal distribution of economic resources between countries) and identifying and justifying knowledge into a new context (AC9HE10S06_E2)
Communicating	communicate evidence-based conclusions using economics and business concepts and terms, a range of formats and types of text appropriate to purpose and audience, and reference sources (AC9HE10S07)	communicating conclusions informed by analysis and evaluation of information, data and perspectives using economics and business terms and concepts (for example, interdependence, trade, comparative advantage, globalisation, supply chain or insurance) to persuade or inform the audience (AC9HE10S07_E1)
		selecting graphic representations of data (for example, charts, tables and graphs, maps or models to communicate findings) (AC9HE10S07_E2)
		applying tone appropriate to purpose (for example, in an oral response communicating an authoritative tone when referring to graphic representations of data) and audience (for example, peers or a community group) (AC9HE10S07_E3)

Year 10

Year level description

The Year 10 curriculum develops students' understanding of the concepts of resource allocation and economic decision-making, the economic and business environment, consumer and financial literacy and entrepreneurship.

Students consider the influence of the objectives of the Australian government on economic decision-making and the allocation of resources. They explore the ways governments manage economic performance to improve living standards, along with the reasons why economic performance and living standards differ within the economy. They examine the role of Australia's superannuation system, and its influence on financial decision-making by consumers and producers.

Students focus on the nature of economic and business activity by exploring the role of the indicators of economic performance in guiding the way the government manages the Australian economy, and entrepreneurs respond to changing conditions within the economic and business environment. They consider the factors that influence consumer and financial decisions.

In Year 10, students explore Australia's economic performance and standard of living.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' economic and business knowledge, understanding and skills.

- What strategies do governments use to manage economic performance?
- What factors influence economic decision-making within consumer and financial contexts?
- How is the performance of an economy measured?
- How do governments, businesses and individuals respond to changing economic conditions?

Achievement standard

By the end of Year 10, students evaluate how and why the Australian government manages economic performance to improve living standards. They analyse influences on major consumer and financial decisions and explain the different strategies that may be used to improve individual and community wellbeing and economic participation. They analyse variations in economic performance and standards of living within the Australian economic and business environment. They evaluate the effect of entrepreneurship on business performance.

When investigating a contemporary economic and/or business issue or event, students use relevant concepts to ask a range of questions, select and analyse data and information from a range of sources for relevance and reliability and explain the representation of stakeholder perspectives. They interpret and analyse

representations of data to explain trends and economic cause-and-effect relationships and make predictions about consumer and financial impacts. They synthesise economics and business data, information, the perspectives of key stakeholders and apply entrepreneurship to develop actions or responses. They evaluate proposals using appropriate criteria to decide on a justified course of action from an economic, business or financial perspective. Students communicate evidence-based conclusions using relevant economics and business knowledge and language, a range of formats and types of text appropriate to purpose and audience, and reference sources.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding The function and operation of systems	the economic objectives of the Australian government and how they influence economic decision-making (AC9HE10K01)	explaining the significance of an economic objective (for example, economic growth or full employment, price stability) (AC9HE10K01_E1) analysing how the Australian government may intervene in response to an emerging economic issue or to achieve an economic objective (for example, to maintain or improve the standard of living) (AC9HE10K01_E2) evaluating the Australian government's management of the economy by considering its ability to achieve its economic objectives (AC9HE10K01_E3)
	the role of Australia's superannuation system, including its influence on financial decision-making by consumers and producers (AC9HE10K02)	explaining how individuals manage a personal superannuation fund (for example, who contributes, taxation, consolidating superannuation funds, finding lost superannuation and tracking the performance of a superannuation account) (AC9HE10K02_E1) comparing superannuation investment options in order to select a suitable option for an individual given their circumstances (for example, date of birth, dependents, willingness to take financial risk, preservation age, anticipated retirement age) (AC9HE10K02_E2) explaining the importance of Australia's superannuation system in relation to supporting human wellbeing in retirement and the Australian government's ability to maintain a welfare payment system that supports the common good (AC9HE10K02_E3)
	the ways the government intervenes in the economy due to variations in living standards within	explaining how the Australian government uses fiscal policy to help improve the standard of living (for example, the Federal budget, taxation, expenditure on skills training and workforce development) (AC9HE10K03_E1) explaining the forces that shape and affect variations in living standards within Australian society (for example, unemployment, poverty) and identifying why the government may redistribute income and wealth (AC9HE10K03_E2)

Economic and business activity	Australian society (AC9HE10K03)	explaining how government redistributes income to achieve a more equal distribution of income and wealth (for example, income transfers such as pensions, youth allowance and job search or the provision of services for all such as healthcare and education) (AC9HE10K03_E3)
	factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (AC9HE10K04)	identifying examples of minor and major consumer and financial decisions (AC9HE10K04_E1)
		explaining factors that influence major consumer and financial decisions (for example, price, availability and cost of finance, marketing of products, age and gender of consumer, convenience, ethical and environmental considerations) (AC9HE10K04_E2)
		considering influences on decision-making (for example, the ability to make loan repayments, current savings, depreciation, maintenance costs and insurance, as well as the benefits such as independence and convenience, when purchasing a car or home) (AC9HE10K04_E3)
	the ways entrepreneurs, particularly First Nations Australian entrepreneurs and organisations, improve productivity, organisational and workforce management in response to changing conditions within the economic and business environment (AC9HE10K05)	explaining examples of collaboration between enterprises or not-for-profit organisations owned by First Nations Australians, the businesses and government to initiate enterprises in regional, rural and remote Australia (for example, creating economic advantage through licensing of artworks or operating tours for tourists) (AC9HE10K05_E1)
		explaining the role of non-government organisations or large corporations in developing entrepreneurial abilities in First Nations People of Australia (for example, the role of Indigenous Business Australia) (AC9HE10K05_E2)
		explaining the ways entrepreneurs can improve productivity (for example, training, capital investment, investment in applications of technology or use of just-in-time inventory systems) (AC9HE10K05_E3)
		explaining the ways entrepreneurs organise work environments to provide flexibility (for example, horizontal or vertical organisational structures), and transparency in decision-making (for example, explaining influences) (AC9HE10K05_E4)
		explaining how entrepreneurs respond to economic conditions (for example, increasing their research and development funding to create innovative products, adjusting marketing strategies to expand their market share, upskilling their workforce to improve productivity) and use technology to drive innovation (for example, collection of and analysis of data to inform product development or service delivery) (AC9HE10K05_E5)

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills	Investigating contemporary economic and business issues	develop a range of questions using relevant economic and business concepts to investigate contemporary issues or events (AC9HE10S01)	developing questions to investigate a complex issue or event (for example, 'Why do standards of living differ within an economy?', or formulating a hypothesis such as 'Responding to an upswing in the economy with expansionary measures will improve business productivity') (AC9HE10S01_E2)
		select and use data, information and perspectives from a range of sources that are relevant and reliable (AC9HE10S02)	locating relevant and reliable data and information (for example, 'allintitle: superannuation in Australia' or 'allintext: growth of superannuation') across multiple sources involving purposefully selected and contextually specific terms (for example, 'global markets') or criteria (for example, using specific key words to find 'case studies related to trade agreements') (AC9HE10S02_E4)
			evaluating data or information from a range of sources for relevance (for example, how will the data help answer the inquiry question?) and reliability (for example, how and when was it collected, by whom and for what purpose?) (AC9HE10S02_E5)
	analysing stakeholder perspectives in sources and identifying assumptions that may affect the reliability of an opinion about an issue or event (AC9HE10S02_E6)		
Interpreting and analysing	interpret and analyse representations of data, explaining similarities and differences, trends, and economic cause-and-effect relationships, and make predictions about consumer and financial impacts (AC9HE10S03)	analysing multi-dimensional data and information (for example, data about different variables or data compiled by different organisations) to explain relationships (for example, relationship between standards of living, infant mortality and access to health services) (AC9HE10S03_E2)	

Economic and business decision-making	identify and explain the perspectives of key stakeholders (AC9HE10S04)	explaining stakeholder perspectives in relation to an issue or event, and identifying bias, contradiction or inconsistency (for example, focusing on the ways entrepreneurs improve productivity, organisational management and workforce management without consideration of the input of workers, the financial sector or government) (AC9HE10S04_E2)
	synthesise economics and business concepts, data and information to develop actions or responses to an issue or event (AC9HE10S05)	developing actions or responses to address an issue or event (for example, employing more staff instead of upskilling existing staff to improve productivity) and explaining the trade-offs producers or consumers may have to consider when economic conditions change (AC9HE10S05_E2)
	evaluate actions or responses, using cost-benefit analysis or criteria, to decide on a course of action from an economic, business or financial perspective (AC9HE10S06)	evaluating the costs and benefits of actions or responses (for example, different types of loans to estimate the short- and long-term financial implications of each) and suggesting improvements (AC9HE10S06_E3) using a range of criteria (social, economic, environmental) to evaluate actions or responses (for example, use of indicators of economic performance to explain variations within the Australian economy) and identifying and justifying knowledge into a new context (AC9HE10S06_E4)
Communicating	communicate evidence-based conclusions using economics and business concepts and terms, a range of formats and types of text appropriate to purpose and audience, and reference sources (AC9HE10S07)	communicating conclusions informed by analysis and evaluation of information, data and perspectives maintaining tone appropriate to the audience (for example, a business manager or entrepreneur) (AC9HE10S07_E4)
		communicating conclusions using economic and business concepts and terms (for example, interdependence, trade, comparative advantage, globalisation, supply chain or insurance) to persuade or inform the audience (AC9HE10S07_E5)
		selecting graphic representations of data (for example, webpages, financial statements, spreadsheets, graphs and reports) (AC9HE10S07_6)
		applying tone appropriate to purpose and audience (for example, in an oral response communicating an authoritative tone when referring to graphic representations of data) (AC9HE10S07_E7)