

COURSE PLANNER

HUMANITIES AND SOCIAL SCIENCES WESTERN AUSTRALIA: STUDY DESIGN YEARS 7–10



RATIONALE		AIMS
<ul style="list-style-type: none"> Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future. In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History. By studying Humanities and Social Sciences, students will develop the ability to question, think critically, make decisions based on evidence, devise proposals for actions, and communicate effectively. Thinking about, reflecting on, and responding to issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate. The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century. 		<p>Develop in students:</p> <ul style="list-style-type: none"> a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale a knowledge, understanding and an appreciation of the past and the forces that shape society the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
DESCRIPTION	<ul style="list-style-type: none"> In Year 7, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. Students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system. An understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how specialisation and entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate. The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own place. They 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. Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed. 	<ul style="list-style-type: none"> In Year 8, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity. The concept of markets is introduced to further develop students' understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for local and global concepts to also be considered in relation to local community, or global, issues where appropriate. The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They 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. Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period. 	<ul style="list-style-type: none"> In Year 9, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society. Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global economies are explored. The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students 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. Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1919. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I. 	<ul style="list-style-type: none"> In Year 10, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained. Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity. The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global, and in a range of locations. Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1919 to the present, with an emphasis on Australia in its global context.
KNOWLEDGE AND UNDERSTANDING				

CIVICS AND CITIZENSHIP	<p>Designing our political and legal system</p> <ul style="list-style-type: none"> The purpose and value of the Australian Constitution (ACHCK048) The concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power (ACHCK048) The division of powers between state/territory and federal levels of government in Australia (ACHCK029) The different roles of the House of Representatives and the Senate in Australia's bicameral parliament (ACHCK048) The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999 (ACHCK049) How Australia's legal system aims to provide justice, including through the rule of law, the presumption of innocence, burden of proof, right to a fair trial, and right to legal representation (ACHCK050) How citizens participate in providing justice through their roles as witnesses and jurors (ACHCK050) 	<p>Democracy and law in action</p> <ul style="list-style-type: none"> The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061) How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action (ACHCK062) How laws are made in Australia through parliaments (statutory law) (ACHCK063) How laws are made in Australia through the courts (common law) (ACHCK063) The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064) Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian (ACHCK066) 	<p>Our democratic rights</p> <ul style="list-style-type: none"> The role of political parties, and independent representatives in Australia's system of government, including the formation of governments (ACHCK075) How citizens' choices are shaped at election time (e.g. public debates, media, opinion polls, advertising, interest groups, political party campaigns) (ACHCK076) How social media is used to influence people's understanding of issues (ACHCK076) The key features of Australia's court system and the role of a particular court (e.g. a supreme court, a magistrates' court, the Family Court of Australia) and the types of cases different courts hear (ACHCK077) How courts apply and interpret the law, resolve disputes, and make law through judgements (e.g. the role of precedents) (ACHCK077) The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078) The factors that can undermine the application of the principles of justice (e.g. bribery, coercion of witnesses, trial by media, court delay) (ACHCK078) 	<p>Justice at home and overseas</p> <ul style="list-style-type: none"> The key features and values of Australia's system of government (e.g. democratic elections, the separation of powers) compared with one other system of government in the Asia region, such as China, Japan, India or Indonesia (ACHCK030) Australia's roles and responsibilities at a global level (e.g. provision of foreign aid, peacekeeping, participation in international organisations such as the United Nations) (ACHCK031) The role of the High Court, including interpreting the Constitution (ACHCK032) The international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples) (ACHCK033) The threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness (ACHCK034) The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law (ACHCK034)
------------------------	---	---	---	--

ECONOMICS AND BUSINESS	<p>Producing and consuming</p> <ul style="list-style-type: none"> How consumers rely on businesses to meet their needs and wants (ACHEK017) How businesses respond to the demands of consumers (e.g. responding to preferences for healthy options, environmentally friendly products and packaging, organic food) (ACHEK017) Why businesses might set a certain price for a product and how they might adjust the price according to demand (ACHEK017) Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise) (ACHEK019) Why individuals work (e.g. earning an income, contributing to an individual's self-esteem, material and non-material living standards, happiness) (ACHEK020) Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer) (ACHEK020) How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service) (ACHEK020) The ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings) (ACHEK020) 	<p>Participation and influences in the market place</p> <ul style="list-style-type: none"> The way markets operate in Australia and how the interaction between buyers and sellers influences prices and how markets enable the allocation of resources (how businesses answer the questions of what to produce, how to produce and for whom to produce) (ACHEK027) How the government is involved in the market, such as providing some types of goods and services that are not being provided for sufficiently by the market (e.g. healthcare) (ACHEK027) The rights and responsibilities of consumers and businesses in Australia (ACHEK029) Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia (ACHEK030) Influences on the ways people work (e.g. technological change, outsourced labour in the global economy, rapid communication changes and factors that might affect work in the future) (ACHEK031) 	<p>Australia and the global economy</p> <ul style="list-style-type: none"> The role of the key participants in the Australian economy, such as consumers, producers, workers and the government (ACHEK038) Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded (ACHEK038) Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy (ACHEK038) Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types (ACHEK040) The ways consumers can protect themselves from risks, such as debt, scams and identity theft (ACHEK040) The nature of innovation and how businesses seek to create and maintain a competitive advantage in a market, including the global market (ACHEK041) The way the work environment is changing in contemporary Australia and the implication for current and future work (ACHEK042) 	<p>Economic performance and living standards</p> <ul style="list-style-type: none"> Indicators of economic performance (e.g. economic growth rates, unemployment trends, inflation rates, human development index, quality of life index, sustainability indicators) and how Australia's economy is performing (ACHEK050) The links between economic performance and living standards, the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt) (ACHEK051) The distribution of income and wealth in the economy and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments) (ACHEK051) The ways that governments manage the economy to improve economic performance and living standards (e.g. productivity policy, training and workforce development policy, migration), and to minimise the effects of externalities (e.g. regulation) (ACHEK052) Factors that influence major consumer and financial decisions (e.g. price, availability and cost of finance, marketing of products, age and gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions (ACHEK053) The ways businesses organise themselves to improve productivity (e.g. provision of training, investment in applications of technology, use of just-in-time inventory systems) (ACHEK054) Ways that businesses respond to improved economic conditions (e.g. increasing their research and development funding to create innovative products, adjusting marketing strategies to expand their market share) (ACHEK054)
------------------------	--	--	--	---

GEOGRAPHY	<p>Water in the world</p> <ul style="list-style-type: none"> The classification of environmental resources (renewable and non-renewable) (ACHGK037) The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039) Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, irrigation, accessibility, labour supply, agricultural technologies) (ACHGK039) The importance of water in water, reducing water consumption) including studies drawn from Australia, and in one from West Asia or North Africa (ACHGK040) <p>Place and liveability</p> <ul style="list-style-type: none"> The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043) The influence of accessibility on the liveability of places (ACHGK044) The influence of environmental quality on the liveability of places (ACHGK045) The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047) 	<p>Landforms and landscapes</p> <ul style="list-style-type: none"> The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst) (ACHGK048) The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) The geographical processes that produce landforms, including a case study of one type of landform, such as mountains, volcanoes, riverine or coastal landforms (ACHGK050) The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche) (ACHGK053) How the effects caused by geomorphic hazards are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard) (ACHGK053) How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards (ACHGK053) <p>Changing nations</p> <ul style="list-style-type: none"> The causes and consequences of urbanisation in Australia and one other country from the Asia region (ACHGK054) The reasons for, and effects of, internal migration in Australia (ACHGK056) The reasons for, and effects of, international migration in Australia (ACHGK058) 	<p>Biomass and food security</p> <ul style="list-style-type: none"> The distribution and characteristics of biomass as regions with distinctive climates, soils, vegetation and productivity (ACHGK060) The ways that humans in the production of food and fibre have altered some biomass (e.g. through vegetation clearance, drainage, terracing, irrigation) (ACHGK061) The environmental, economic and technological factors that influence crop yields in Australia and across the world (e.g. climate, soils, landforms, water resources, fertilisation, accessibility, labour supply, agricultural technologies) (ACHGK062) The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world (ACHGK063) The effects of agricultural world population growth on global food production and security, the capacity for Australia and the world to achieve food security, the implications for agriculture, agricultural innovation and environmental sustainability (ACHGK064) <p>Geographies of interconnections</p> <ul style="list-style-type: none"> The perceptions people have of place, and how this influences their connections to different places (ACHGK065) The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066) The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069) 	<p>Environmental change and management</p> <ul style="list-style-type: none"> The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments) (ACHGK070) The environmental worldviews of people and their implications for environmental management (ACHGK071) The distribution of the following types of environments as the context for a comparative study of an environmental change for Australia and one other country: land, inland water, coast, marine, urban. The causes and likely consequences of the environmental change being investigated (ACHGK073) The strategies to manage the environmental change being investigated (ACHGK073) The application of environmental, economic and social criteria in evaluating management responses to the change being investigated (ACHGK075) <p>Geographies of human wellbeing</p> <ul style="list-style-type: none"> The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076) The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077) The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHG079) The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHG080)
-----------	--	--	---	--

HISTORY	<p>The ancient world (Egypt, Greece, Rome, India, China)</p> <p>Overview:</p> <ul style="list-style-type: none"> The location of the ancient civilisations The timeframe of the ancient world <p>Depth study 1: Investigating the ancient past</p> <ul style="list-style-type: none"> How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001) The range of sources that can be used in historical investigation, including excavation and archival sources (ACDSEH002) The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148) <p>Depth study 2: Investigating one ancient society (Egypt, Greece, Rome, India, China)</p> <ul style="list-style-type: none"> The physical features and how they influenced the civilisation that developed there (ACDSEH002; ACDSEH003; ACDSEH004; ACDSEH005; ACDSEH006) Roles of key groups in the ancient society, and the influence of law and religion (ACDSEH032; ACDSEH035; ACDSEH038; ACDSEH041; ACDSEH042) The significant beliefs, values and practices of the ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH038; ACDSEH039; ACDSEH039; ACDSEH042; ACDSEH049) The role of a significant individual in the ancient society's history (ACDSEH129; ACDSEH130; ACDSEH131; ACDSEH132; ACDSEH133) 	<p>The ancient to the modern world</p> <p>Overview:</p> <ul style="list-style-type: none"> Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACDOR009) <p>Depth study 1: Investigating medieval Europe (c.590–c.1500)</p> <ul style="list-style-type: none"> The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008) Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval art and the technological and scientific revolutions (ACDSEH009) Continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051) The role of significant individuals in the medieval period (e.g. Charlemagne) (ACDSEH052) <p>Depth study 2: Investigating the Black Death in Asia, Europe and Africa (14th century plague)</p> <ul style="list-style-type: none"> Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015) The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease (ACDSEH090) The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH107) The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071) 	<p>The making of the modern world</p> <p>Overview:</p> <ul style="list-style-type: none"> The important features of the modern period (1750–1918), including technological change, imperialism and nationalism <p>Depth study 1: Investigating the Industrial Revolution (1750–1914)</p> <ul style="list-style-type: none"> The technological innovators that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia (ACHCK017) The range of uses of the steam engine, and the changing patterns during the Industrial Revolution (ACHCK017) The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACHCK081) The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082) <p>Depth study 2: Investigating World War I (1914–1918)</p> <ul style="list-style-type: none"> The causes of World War I and the reasons that men enlisted to fight in the war (ACDSEH021) The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH093) The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate (ACDSEH094) The commemoration of World War I, including debates about the nature and significance of the ANZAC legend (ACDSEH097) 	<p>The modern world and Australia</p> <p>Overview:</p> <ul style="list-style-type: none"> The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACDCKH018) <p>Depth study 1: Investigating World War II (1939–45)</p> <ul style="list-style-type: none"> The causes and course of World War II (ACDSEH024) The experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore (ACDSEH108) The impact of World War II, with a particular emphasis on Australia, including the conscription debate, and the changing roles of women and use of wartime government controls (e.g. conscription, manpower controls, rationing, censorship) (ACDSEH103) An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACHCK017) <p>Depth study 2: Investigating rights and freedoms (1945–the present)</p> <ul style="list-style-type: none"> The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023) The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104) The US civil rights movement and its influence on Australia (ACHCK015) The significance of one of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generation); the Apology (ACHCK103) Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of one individual or group in the struggle (ACHCK134)
---------	---	--	---	--

ACHIEVEMENT STANDARD	<ul style="list-style-type: none"> At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information. Students describe how democracy in Australia is shaped by the Commonwealth Constitution. They describe the operation of Australia's federal structure of government and the role of parliament, within the Westminster system. Students identify rights and responsibilities of being a participant in the legal system and describe how the legal system allocates resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market. Students describe the geographical processes that produce landforms, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geographical challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale. Students explain the feudal system in medieval Europe and the causes and effects of the Black Death, and describe patterns of change and continuity over time. They explain the significance of individuals and groups and how they were influenced by the beliefs and values of medieval society. 	<ul style="list-style-type: none"> At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information. Students explain the types of laws and how laws are made within the Westminster system and describe the rights and responsibilities of participants in the process. They apply aspects of democracy to case studies and explain the freedoms that underpin Australia's democratic values. Students describe how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market. Students describe the geographical processes that produce landforms, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geographical challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale. Students explain the feudal system in medieval Europe and the causes and effects of the Black Death, and describe patterns of change and continuity over time. They explain the significance of individuals and groups and how they were influenced by the beliefs and values of medieval society. 	<ul style="list-style-type: none"> At Standard, students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support these conclusions. Students describe some ways individuals and political parties participate within the electoral system in Australia's democracy. They describe Australia's court system and how the courts resolve disputes. Students identify the principles of justice and the threats to these principles. Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They describe the risks and rewards that result from making consumer and financial choices. Students describe innovations and changes in business, and the implications for the current and future work environment. Students explain the spatial variation and characteristics of natural environments and the interconnections between people, places and environments. They identify the factors that influence human wellbeing in places, and predict possible implications for people, places and natural environments, now and in the future. Students make inferences about the spatial outcomes of the interconnections between people, places and environments. Students explain the causes and effects of the Industrial Revolution and World War I over both the short and long term, and the significance of each. Students use evidence to explain patterns of change and continuity over time, and identify the motives and actions of the individuals and groups at that time. 	<ul style="list-style-type: none"> At Standard, students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and to sequence these sources. Students describe key features of the Westminster system and Australia's democratic values. They make comparisons between Australia's democracy and the political system of one other country. Students identify the international agreements Australia has ratified, and make connections between these agreements and the rights and responsibilities of citizens. They explain how Australia's democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia's democratic system. Students use economic indicators to analyse the economic performance of the Australian economy. They describe how government policy is used to manage the economy and improve economic performance and living standards, including the redistribution of income and wealth. Students describe how businesses respond to changing economic conditions, and explain how the different sectors in the economy are interdependent. Students describe the human-induced environmental changes that challenge sustainability, and explain the interconnections between people and natural environments, and compare how the characteristics of places and natural environments can be influenced, changed and managed by people over time. Students predict the consequences of the changes, and describe the alternate views on strategies to sustainably manage a geographical challenge. Students identify the causes and effects of World War I and the development of people's rights and freedoms, describing their significance on a range of perspectives. They refer to key events, the actions of individuals and groups, and beliefs and values, to explain patterns of change and continuity over time. Students describe different interpretations of the past, and identify the evidence used to support these interpretations.
----------------------	---	---	---	--

YEARS 7 AND 8—HUMANITIES AND SOCIAL SCIENCES SKILLS		YEARS 9 AND 10—HUMANITIES AND SOCIAL SCIENCES SKILLS		
QUESTIONING AND RESEARCHING	<ul style="list-style-type: none"> Identify current understandings to compare possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives. Construct a range of questions, proposals and/or hypotheses. Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and folkloric. 	<ul style="list-style-type: none"> Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying, mind maps, for identifying relationships and overviews; folkloric, which may require sketch drawings, a list of observable features and photographs). Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopaedia). Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information). 	QUESTIONING AND RESEARCHING	<ul style="list-style-type: none"> Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others. Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation. Use a range of methods to collect, record and organise relevant and relate information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies.
ANALYSING	<ul style="list-style-type: none"> Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question. Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map). Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines). 	<ul style="list-style-type: none"> Translate information and/or data from one format to another (e.g. from a table to a graph). Apply subject-specific skills and concepts in familiar and new situations. 	ANALYSING	<ul style="list-style-type: none"> Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge). Apply subject-specific skills and concepts in familiar, new and hypothetical situations.
EVALUATING	<ul style="list-style-type: none"> Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships. 	<ul style="list-style-type: none"> Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena. Develop texts, particularly descriptive and explanatory, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources. 	EVALUATING	<ul style="list-style-type: none"> Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena. Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes.
COMMUNICATING AND REFLECTING	<ul style="list-style-type: none"> Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers). Develop texts, particularly descriptive and explanatory, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources. 	<ul style="list-style-type: none"> Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena. Develop texts, particularly descriptive and explanatory, using appropriate subject-specific terminology and concepts. 	COMMUNICATING AND REFLECTING	<ul style="list-style-type: none"> Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories). Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action. Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values).

GEOGRAPHY CONCEPTS		HISTORY CONCEPTS		ECONOMICS AND BUSINESS CONCEPTS		CIVICS AND CITIZENSHIP CONCEPTS	
Place	Place is about the significance of places and what they are like. They range in size from a part of a room or garden to a major world region.	Source	Source refers to any written or non-written materials that can be used to investigate and provide information about the past (e.g. coins, photographs, letters, interviews, gravestones, buildings). Primary sources are those created or written during the time being investigated. Secondary sources are accounts that developed after the time period being studied.	Scarcity	Scarcity is the central idea in economics and business and is about the shortage of resources to meet the wants of society as unlimited but the resources available to satisfy these wants are limited.	Democracy	Democracy is about the acceptance of the will of the majority combined with constitutionalism, the rule of law and particular freedoms.
Space	Space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.	Perspective	Sustainability is about the capacity of the environment to support our lives and the lives of other living creatures into the future.	Interdependence	Interdependence is about the connections between the different sectors (or groups) in an economy, and between countries, and how the actions of one sector impact on the other sectors in an economy.	Democratic values	The concept of democratic values is about shared values of Australian citizens, the Judeo-Christian traditions, the diversity of Australia as a multicultural and multi-faith based society and factors that shape identity. It is about equality, tolerance, popular sovereignty and the common good.
Environment	Environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.	Empathy	Empathy is about the way that geographical phenomena and problems can be examined at different spatial levels.	Allocation and markets	How will an economy's scarce resources and goods and services be allocated? Every society must decide how to answer the basic questions of what goods and services to produce, how to produce these, how many to produce and for whom to produce these for. A market provides a way to allocate resources, goods and services, based on the actions of consumers, producers and governments.		