Year 7 to 10
Humanities and Social Sciences

September 2022

Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0

Humanities and Social Sciences: Year 7 to 10

Contents

Context statement

Context Statement for Humanities and Social Sciences

Humanities and Social Sciences (HASS) allows students to examine the interconnections that exist through a lens of History (R-10), Geography (R-10), Civics and Citizenship (3-10) and Business and Economics (5-10).

Through the application of Knowledge and Understanding plus Inquiry and Skills, students are afforded an opportunity to construct an understanding of their world through a historical, contemporary, and future perspective.

The scope and sequence resource has been designed to:

- Provide explicit plain English interpretation of the content descriptions
- Identify the knowledge, skills and understanding a learner needs to develop at each year level
- Provide advice for educators to teach content and context for each strand
- Provide guidance on designing, creating, and producing valuable teacher and learning experiences.

History achievement standards

History

Year 7	Year 8	Year 9	Year 10
By the end of year 7, students:	By the end of year 8, students:	By the end of year 9, students:	By the end of year 10, students:
• **describe** the historical significance of the ancient past and the histories of First Nations peoples of Australia	• **describe** the historical significance of the periods between the ancient and modern past	• **explain** the historical significance of the period of the early modern world up to 1918	• **explain** the historical significance of the period between 1918 and the early 21st century
• **identify** the causes and effects of events, developments, and achievements connected to groups and individuals in Australia and other societies from the ancient past	• **explain** the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance, or pre-modern Europe, or in societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods	• **explain** the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context	• **explain** the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through the Second World War, and the post-war world
• **describe** the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies	• **describe** the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or an historical person	• **describe** the social, cultural, economic and/or political aspects related to the changes and continuities in a society or an historical period	• **describe** social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period
• **identify** the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies	• **describe** the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events	• **explain** the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events	• **explain** the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history
• **explain** the importance of heritage sites connected to Australia and other societies from the ancient past	• **develop** questions about the past to inform an historical inquiry	• **develop** and **modify** questions about the past to inform an historical inquiry	• **develop** and **modify** a range of questions about the past to inform an historical inquiry
• **develop** questions about the past	• **locate** and **identify** a range of primary and secondary sources as evidence in an historical inquiry	• **locate**, **select** and **compare** primary and secondary sources	• **locate**, **select** and **compare** a range of primary and secondary sources
• **locate** and **identify** primary and secondary sources as evidence in historical inquiry	• **describe** the origin, context and context of sources	• **use** information in sources as evidence in an historical inquiry	• **synthesise** the information in sources to use as evidence in an historical inquiry
• **describe** the origin, content, context and purpose of primary and secondary sources	• **explain** the purpose of primary and secondary sources	• **explain** the origin, content, context and purpose of primary and secondary sources	• **analyse** the origin, content, context and purpose of primary and secondary sources
• **identify** the accuracy and usefulness of sources as evidence	• **compare** sources to **explain** the accuracy, usefulness and reliability of sources as evidence	• **compare** sources to determine the accuracy, usefulness and reliability of sources as evidence	• **evaluate** the accuracy, usefulness and reliability of sources as evidence
• **sequence** events and developments to **describe** causes and effects, and continuities and changes across societies and periods of time	• **sequence** events and developments to explain causes and effects, patterns of continuity and change across societies and time periods	• **explain** causes and effects, and patterns of continuity and change connected to a period, event or movement	• **sequence** events and developments to **analyse** cause and effect and patterns of continuity and change, connected to a period, event or movement
• **describe** the perspectives, attitudes and values of the past in sources	• **describe** perspectives, attitudes and values of the past	• **compare** perspectives of significant events and developments, and **explain** factors that influence these perspectives	• **evaluate** perspectives of significant events and developments
• **identify** and **describe** historical interpretations about significant events and people	• **suggest** reasons for different points of view	• **analyse** different and contested historical interpretations	• **explain** the important factors that influence perspectives
• **use** historical knowledge, concepts, terms and evidence from sources to **create** descriptions, explanations and historical arguments.		• **use** historical knowledge, concepts and terms to **develop** descriptions, explanations and	

Year 7	Year 8	Year 9	Year 10
	• **explain** historical interpretations about significant events and people • **use** historical knowledge, concepts, terms and references to evidence from sources • **create** descriptions, explanations and historical arguments.	historical arguments that acknowledge evidence from sources.	• **compare** and **evaluate** different and contested historical interpretations • **use** historical knowledge, concepts and terms to **develop** descriptions, explanations and historical arguments that synthesise evidence from sources.

History scope and sequence

Inquiry and skills

Years 7 and 8	Years 9 and 10
Questioning and researching: • develop a range of questions about the past to inform a historical inquiry • locate relevant primary and secondary sources using appropriate research methodologies	**Questioning and researching:** • develop and modify a range of historical questions about the past to inform historical inquiry • locate, identify, and compare primary and secondary sources to use in historical inquiry
Using historical sources: • identify the origin, content, context, and purpose of primary and secondary sources • identify and describe the accuracy and usefulness of primary and secondary sources as evidence	**Using historical sources:** • identify the origin and purpose of primary and secondary sources and how they fit into the context of the study • evaluate the usefulness and value of different primary and secondary sources and the reliability of the information as evidence
Historical perspectives and interpretations: • describe causes and effects and explain continuities and changes in a range of contexts • identify why different perspectives, attitudes, and values exist within primary and secondary sources • explain historical interpretations about significant events, individuals, and groups	**Historical perspectives and interpretations:** • analyse cause and effect, and evaluate patterns of continuity and change • compare perspectives in sources and explain how these are influenced by significant events, ideas, location, beliefs, and values • analyse different and contested historical interpretations
Communicating • Create descriptions, explanations, and historical arguments, using historical knowledge, concepts, and terms that reference evidence from sources	**Communicating** • Create descriptions, explanations, and historical arguments, using historical knowledge, concepts, and terms that incorporate and acknowledge evidence form sources

Knowledge and understanding

Year 7	Year 8	Year 9	Year 10
Depth studies	**Depth studies**	**Depth studies**	**Depth studies**
Students must study the sub-strand *Deep Time History of Australia* and choose ONE topic from *The Ancient World*.	Students must study ONE topic from *Medieval Europe and the early modern world*, and choose ONE topic from either *The Empires and expansion* OR *The Asia-Pacific world*.	Students must study the sub-strand *Making and transforming the Australia Nation (1750-1914)* and World War I (1914-1918). Students may choose to study *The Industrial Revolution and the movement of peoples (1750-1900)* OR *Asia and World (1750-1914)*.	Students must study the sub-strands *World War II (1939-1945)* and *Building modern Australia (post 1945)*. Students may choose to study *The Globalising world* as an option.

Deep Time History of Australia
 	
• Examine theories and historical interpretations about the early human evolution and migration across continents, with exploration of the Out of Africa Theory and the Modern Theory of Evolution
• Explore theories about the cause and effects of the arrival of early First Nations Australians on travel to and across the Australian continent, including Lake Mungo or a local sites of significance
• Investigate how First Nations Australians are the world's oldest continuing culture, examining evidence of the continuity and change experienced over deep time
• Using archaeological evidence, explore how First Nations Australians have responded to environment processes and changes over time
• The technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management
• The social organisation and cultural practices of early First Nations Australians, and their continuity and change over time
• The cultural obligations of First Nations Australians about significant heritage sites, including ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation
	Medieval Europe and the early modern world
	
	Students investigate one of these European societies in-depth:
	
	• Medieval Europe
	• The Renaissance
	• The emergence of the modern world
		The Industrial Revolution and the movement of peoples (1750-1900)
		
		• The social, economic, political, technological, and environmental factors that led to the Industrial Revolution in Europe in the late 18th and 19th Century
		• The changing population movements and settlement patterns during the period 1750 to 1900
		• The short-, medium- and long-term effects of population movements and changing settlement patterns during this period, such as global demographic changes, transport, new ideas, and political and social reforms
		• The different perspectives and experiences of men, women, and children during the Industrial Revolution, and their changing way of life
		• The ideas that emerged and influenced change in society, such as nationalism, capitalism, imperialism, socialism, egalitarianism, and Chartism
		• The role of a significant individual or group such as agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups in promoting and enacting some of the ideas that emerged during the Industrial Revolution
			World War II (1939 to 1945)
			
			• Examine the causes which led to the outbreak of World War II and how the course of the war led to significant Australian involvement
			• Investigate the places where Australians fought during World War II, and their perspectives during different experiences, such as the fall of Singapore, the Battle of Britain, Kokoda, and as prisoners of war (POWs)
			• Investigate significant events and turning points of World War II, including the Holocaust and use of the atomic bomb
			• Examine the effects of World War II, with a particular emphasis on the continuities and changes on the Australian home front, such as
			  ○ the changing roles of women
			  ○ role of First Nations Australians
			  ○ the use of wartime government controls
			  ○ South Australian involvement in war efforts and internment
			• Analyse the significance of World War II to Australia's immediate post-war economic, political, and social development, and Australia's international relationships in the 20th century
			• Examine the commemoration of Australia's involvement in World War II, including Villers-Bretonneaux and Kokoda, with analysis of different historical interpretations and debates

Year 7	Year 8	Year 9	Year 10
Depth studies	Depth studies	Depth studies	Depth studies
The Ancient World Students investigate one of these ancient Mediterranean or Asian societies in-depth: • Egypt • Greece • Rome • India • China	**Medieval Europe (c.590-c.1500)** • Understand the social, cultural, economic, environmental, and political aspects of life for individuals and groups within the tiers of the feudal system • A significant event, development, turning point or challenge, such as The Magna Carta or the Black Death, and how they contributed to the continuity and change in Medieval Europe • The experiences and perspectives of rulers and of subject peoples, and the interaction between power, exploring crime and punishment, and improvement of working conditions and life post-plague • The role and achievements of a significant individual or group during the Medieval period, such as Roger Bacon, Charlemagne, Joan of Arc or religious groups • Examine and analyse different interpretations about a Medieval event, individual, institution or group which support or contest their significance	**Making and transforming the Australian nation (1750-1914)** • The causes of European imperial expansion and the movements of peoples in late 18th and early 19th centuries, such as the Industrial Revolution, the Irish Potato Famine and forced migration as slaves or convict, and the different responses to colonisation and migration • Examine the key social, cultural, economic, and political changes and their significance in the development of Australian society during the period, exploring European settlement of South Australia from 1836 • Investigate the causes and impact of European contact and extension of settlement on the First Nations Peoples of Australia, such as massacres, outbreak of disease and the establishment of missions, particularly in South Australia • Significant events, ideas, people, groups, and movements in the development and crafting of the Australian society, including South Australia's significance in advancing women's voting rights • Examining primary sources to identify continuities and changes in the turn of the 20th century in Australian society and their effects on ways of life and living conditions, political and legal institutions, and cultural expression • Investigate the impact of different experiences and perspectives of convicts, settlers and First Nations Australians on Australian society's ideas, beliefs, and values • The development of Australian society in relation to other nations in the world by 1914, including the effects of ideas, such as women's suffrage, the Federal Government's Immigration Restriction Act 1903 or Defence Act 1903, or the maternity allowance scheme	**Building modern Australia (post-1945)** • Examine the effects of significant post-World War II world events, ideas, and developments on Australian society, such as the waves of migration • Investigate the changes in perspectives, responses, beliefs, and values on migration that have influenced the Australian society since 1945 • Investigate the causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations • Examine the contributions of significant individuals and groups in the campaign for First Nations Australians rights and the extent to which they brought change to Australian society • Explore the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change, including the influence of the US civil rights movements • Examine significant events, individuals, and groups in the women's movement in Australia, and how they changed the role and status of women • Investigate the continuing efforts to generate change in the civil rights and freedoms in Australia for First Nations Australians, migrants, women, and other significant groups in our society

Year 7	Year 8	Year 9	Year 10
Depth studies	**Depth studies**	**Depth studies**	**Depth studies**

Year 7	Year 8	Year 9	Year 10
Egypt • The different methods and sources of evidence used by historians and archeologists to investigate early societies, and the importance of archeology and the conservation of remains, material culture, and heritage of the past • The geography and landscape of ancient Egypt and the physical features like the River Nile that influenced the establishment and growth of this civilisation • Ancient Egypt's social structure and what roles and responsibilities different groups had within this pyramid of power, including nobility, women, and the importance of scribes • Ancient Egyptian beliefs, values, and customary practices, with a focussed study on one of the following areas: everyday life, warfare or death and funerary customs • The rise and expansion of the Egyptian Empire, and how contact with other civilisations resulted in the conquest of neighbouring territories, the development of trade links, and Rameses II's peace treaty with the Hittites • A significant figure in the story of ancient Egypt and the contributions and traits that made them historically important, such as Rameses II, Hatshepsut, or Akhenaten	**The Renaissance (c. 1400 to circa 1600)** • The way of life, culture and thinking of the Renaissance and how they were shaped by Italy's *popolo minuto* and *popolo grasso*, politics and economics, with reference to the monarchy in Naples or the republic of Florence • How a significant event, development, turning point or challenge, such as Genoa's 1340 CE double-entry bookkeeping or Florence's 1427 Castat, contributed to continuity and change during the Renaissance • The experiences and perspectives of rulers and of subject peoples, and interactions between power and authority, with analysis of primary source interactions of rulers or guilds • Examine the role and achievement of an individual or group during the Renaissance, such as the Medici family, Galileo, Leonardo da Vinci or Niccolo Machiavelli • Interpretations about an event, individual, group, institution, or movement, such as the importance of key women in Renaissance society, including Caterina Sforza, Isabella d'Este, Lucrezia Borgia or Catherine de Medici	**Asia and World (1750-1914) Australia and Asia** • The key social, cultural, economic, and political features of an Asian society during the 18th and early 19th Century, such as the Qing dynasty in China or the Mughal Empire in India • Examine the causes and effects of European contact with and colonialisation of the Asian society, such as the British opium trade with China, the development of the British Raj, or the impact of the Dutch on Indonesia • Investigate the significant events, ideas, people, groups, or movements in the development of the Asian society, such as Empress Dowager Cixi, the British East India Company, Mohandas K. Gandhi, or the Java War • Investigate the continuities and changes around the turn of the 20th century in the Asian society and their effects on different ways of life, political and legal institutions, and cultural expression • Examine the impact of change on society through analysing different experiences and perspectives of colonisers and Asian peoples from the time • Investigate the development of nationalism and self-determination in the Asian society by 1914, examining the influence of and impact on other nations in the world	**The globalising world** • Examine the changing historical perspectives over time in relation to the developments in technology, public health, longevity, standard of living in the 20th century, and concern for the environment and sustainability • Examine the origins and significance of the Universal Declaration of the Human Rights, including Australia's involvement in the development of the declaration • Investigate the effects of significant global influences, events, and developments on Australia in the post-World War II period • Examine the changing social, political, economic, cultural, environmental, and technological conditions, and the causes of a major global influence in Australia, such as America or an Asia-Pacific country • Investigate the continuities and changes in perspectives, responses, beliefs, and values that have influenced the Australian way of life • Investigate the effects of global politics, popular culture, or digital media on Australia's changing identity as a nation and its relationships with other countries • Different historical interpretations and debates surrounding social and environmental movements during the second half of the 20th century
Greece • The different methods and sources of evidence used by historians and archeologists to investigate early societies, and the importance of archeology and the conservation of remains, material culture, and heritage of the past • How the physical geography of ancient Greece, such as mountains, seas, and rivers, positively shaped its civilisation and provided barriers of defence for city states	**The emergence of the modern world (c.1500-1650)** • The roles and relationships of different groups in pre-modern Europe, such as the contribution of Nicolaus Copernicus, Galileo, and Isaac Newton to the Scientific Revolution • Explore a significant event, development, turning point or challenge that contributed to continuity and change in pre-modern Europe, such as the impact of the printing press on the rise of literacy	**World War I (1914-1918)** • Examine powerful political and social forces that pushed the world into war, and why young Australians were motivated to enlist. • Investigate the different roles, perspectives and experiences of Australian soldiers and the places of significance where they fought, including the Gallipoli campaign, the Western Front, and the Middle East	

Year 7	Year 8	Year 9	Year 10
Depth studies	**Depth studies**	**Depth studies**	**Depth studies**

• The roles of important groups in Athenian or Spartan society, such as citizens, women, and slaves, and how the rights and responsibilities of citizens influenced the society's social order and concept of freedom
 	
• Ancient Greek beliefs, values, and customary practices, with an emphasis on one of the following: everyday life, warfare, death and funerary customs, with reference to the Delphic Oracle or heroic ideals revealed in the Iliad
 	
• How ancient Greece's contacts with other civilisations led to colonisation and conquest of other territories, the development of trade links of specific commodities
 	
• A significant figure in the story of ancient Greece and the contributions or traits that made them historically important, such as Socrates, Aristotle or Alexander the Great
	and how the ideas of the Enlightenment prompted change in society
	
	• Examine the experience and perspectives of rulers and of subject peoples, and the interaction between power or authority, such as the shift from medieval power structures and how the change in political power of the people occurred with the growth of urbanisation and movement of peoples
	
	• Investigate the role and achievements of a significant pre-modern individuals, such as Henry VIII or Elizabeth I, or the groups responsible for the Scientific Revolution or the Westminster parliamentary system
	
	• Examine interpretations about an event, individual, group, institution, or movement in pre-modern Europe such as the Scientific Revolution or the Age of Reason (also known as the Age of Enlightenment)
		• Investigate significant events and turning points of the war and the nature of warfare, including the Western Front battle of the Somme and the Armistice, with reference to perspectives from both sides of the war
		
		• How did the war impact people both on the battlefield and at home, considering:
		  ◦ the debates on conscription
		  ◦ Aboriginal servicemen returning home
		  ◦ the changing role of women
		  ◦ German residents in Australia
		  ◦ conscientious objectors
		
		• Evaluate the commemoration of World War I, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war, identifying differencing between commemoration and glorification of war	

Year 7	Year 8	Year 9	Year 10
Depth studies	**Depth studies**	**Depth studies**	**Depth studies**
Rome • The different methods and sources of evidence used by historians and archeologists to investigate early societies, and the importance of archeology and the conservation of remains, material culture, and heritage of the past • The scale of the Roman Empire and the geographical and physical features of the ancient city of Rome, such as the River Tiber and the several hills of Rome, which shaped its civilisation • The significance of slavery within the Roman Empire, including the acquisition of slaves through warfare, the use of slaves as gladiators, labourers, and domestic servants, and understand republicanism across the entire social structure • Ancient Romans beliefs, values, and customary practices, with an emphasis on one of the following: everyday life, warfare, and death and funerary customs • The rise of the Roman Empire and how its contact with other civilisations, such as Egypt, led to conquest and mutual influence in trade and the growth of religious beliefs and practices • A significant figure in the story of ancient Rome, such as Julius Caesar, Marcus Aurelius or Jesus Christ, and the contributions or traits that made them historically important.	**The Empires and expansions** Students investigate one of these empires and their expansion in-depth: • Mongol Empire • Ottoman Empire • Vikings • The Spanish conquest of the Americas Where appropriate, this depth study may include some reference beyond the end of the period circa 1750.		
India • The different methods and sources of evidence used by historians and archeologists to investigate early societies, and the importance of archeology and the conservation of remains, material culture, and heritage of the past • How the environment and harmonious relationships with the natural world were reflected in belief systems and influenced the development of ancient Indian society	**Mongol Empire (c.1206-c.1368)** • Examine the significant social, religious, cultural, economic, environmental and political features of the Mongol Empire, such as the nomadic nature of Mongol life and how it enabled to rise of Temujin (Genghis Khan) • Investigate a significant event, development, turning point or challenge that contributed to continuity and change within the Mongol Empire, such as the political and social constructs which		

Year 7	Year 8	Year 9	Year 10
Depth studies	**Depth studies**	**Depth studies**	**Depth studies**
• How the society was organised and shaped through social hierarchy, including the roles of Brahmins, Kshatriyas, Vaishyas and Shudras within the Caste System • Significant beliefs, values, and customary practices of ancient Indian society with emphasis on one of the following: everyday life, warfare, or death and funerary customs • How ancient India's contacts and conflicts resulted in the expansion of trade and the spread of philosophies and beliefs, with particular reference to the Mauryan Empire • A significant figure or group in ancient India, such as Chandragupta Maurya, and the contributions and traits that made them historically important	followed successful Mongol campaigns to provide law and order, including codifying laws, banned killing of animals during breeding season, support of religious freedom and expansion of trade via the Silk Road • Explore the experiences and perspectives of rulers and of subject peoples, and the Mongol Empire's interaction between power and authority, such as how it forged connections between Europe and Asia • Identifying the role and achievements of a significant individuals or groups connected to the Mongol Empire, such as Genghis Khan and Kublai Khan • Analyse primary sources and historian interpretations about the Mongol society and events, including the validity of data such as the death tolls linked to Mongol expansion		
China • The different methods and sources of evidence used by historians and archeologists to investigate early societies, and the importance of archeology and the conservation of remains, material culture, and heritage of the past • How the geography of the physical landscape and resources influenced the development of its civilisation, with reference to the Himalayas and the agriculture along the Yellow River • The roles of important groups in Chinese society such as the Shi class, and how the role of women shaped marriage, family life, work, and education • The beliefs, values, and customary practices of ancient Chinese society with emphasis on one of the following: everyday life, warfare, and death and funerary customs, with reference to the Mandate of Heaven, the teachings of Confucius and evidence from the Han tombs	**Ottoman Empire (c.1299-c.1683)** • Explore the significant social, religious, cultural, economic, environmental and political features of the Ottoman Empire, such as the role of the bazaar, the role of women, and the Sultan • Examine a significant event, development, turning point or challenge that contributed to continuity and change in the Ottoman Empire, such as the role of warfare to expand territory, art and architecture, or inventions and developments of the Islamic world • Investigate the experiences and perspective of rulers and of subject peoples, and the interaction between power and authority within the Ottoman Empire, such as the role of the millet system, or the Ottoman's religious tolerance • Examine the role and achievements of a significant individual or group connected to the Ottoman Empire, such as Selim I or Suleiman the Magnificent		

Year 7	Year 8	Year 9	Year 10
Depth studies	**Depth studies**	**Depth studies**	**Depth studies**
• How ancient China's contacts with other civilisations, such as the Roman Empire, led to conflict, trade, the rise of Imperial China and the spread of philosophies and beliefs • A significant figure or group in ancient China. such as Confucius or Qin Shi Huang, and the contributions and traits that made them historically important	• Analysing historians' interpretations and primary sources to understand the society, events, individuals, or groups in the Ottoman Empire, such as the contrasting perspectives on the Fall of Constantinople (1453)		
	Vikings (c.790-c.1066) • Examine the significant social, religious, cultural, economic, and environmental factors impacted the way of life for Vikings, including the cold and harsh climate, the importance of farming, and the significance of honour in Viking warrior society • A significant event, development, turning point or challenge that contributed to continuity and change within Viking society, such as the role of gods and conversion to Christianity, the innovative construction of longboats, and the Viking craft of weapons and armours • The experiences and perspectives of rulers and of subject peoples, and the interaction between power and authority in Viking society, with potential examination of the attacks on monasteries such as Lindisfarne (793 CE) and Iona (795 CE), which contributed to the Vikings reputation for pillaging and violence • The role and achievements of a significant individual or group within Viking society, such as Erik the Red or the evidence at L'Anse aux Meadows in Newfoundland (Canada) that may suggest Vikings journeyed to North America • Analyse interpretations about Viking society and events, and individuals or groups, such as the accuracy of the oral histories in Icelandic sagas, such as about Erik the Red founding Greenland		

Year 7	Year 8	Year 9	Year 10
Depth studies	Depth studies	Depth studies	Depth studies
	The Spanish conquest of the Americas (circa 1492 to circa 1572) • The significant social, religious, cultural, economic, environmental and political features of pre-Columbian life in the Americas, including social organisation of the Aztecs, their spiritual beliefs, architecture, and city design of Tenochtitlan • Examine a significant event, development, turning point or challenge that contributed to continuity and change during this time, including the driving forces behind the arrival of Spanish conquistadors, and the short- and long-term effects of the Spanish conquest on the Americas • The experiences and interpretations of different rulers and of subject peoples, and how power presented and was applied by authorities at the time, with particular exploration of the encounters between Hernán Cortés and the Aztecs, and the impacts of conquest on First Nations peoples of the Americas • The role and achievements of a significant individual or group during this time, such as Columbus, Balboa, Cortes, Montezuma II or Pizarro • Examine interpretations about the society and events, individuals, or groups during this time, such as the differing ideas that the conquest can be accurately attributed to the pursuit of 'Gold, God and Glory'		
	The Asia-Pacific world Students investigate one of these Asia-Pacific societies in-depth: • Angkor and the Khmer Empire • Shogunate Japan • the Polynesian expansion across the Pacific. Where appropriate, this depth study may include some reference beyond the end of the period circa 1750.		

Year 7	Year 8	Year 9	Year 10
Depth studies	Depth studies	Depth studies	Depth studies
	Angkor/Khmer Empire (c.802-c.1431) • Examine the significant social, religious, cultural, economic, environmental, and political features of different groups within the Angkor/Khmer Empire, through sources such as stone carvings and writings of Chinese Ambassador Zhou Daguan • Explore a significant development, event, turning point, or challenge that contributed to continuity and change within the society, such as the significance of Angkor Wat or the reverence towards the 'deva-raja' Khmer kings • Examine the experiences and perspectives of rulers and of subject peoples, and the interaction between power and authority • Investigate the role and achievements of a significant individual or group within this society, such as Jayavarman VII • The interpretations and theories about the factors and causes of the decline of the Khmer Empire, including internal and external factors, environment, and the breakdown of Angkor's water management system.		
	Japan under the Shoguns (c.794-1867) • Examine the significant social, religious, cultural economic, environmental, and political features of feudal Japanese life under the Shoguns • Explore a significant development, event, turning point, or challenge that contributed to continuity and change in Shogunate Japan, such as Japan's closure to foreigners, US Commodore Perry's visit in 1853, or the efforts to curb deforestation by Tokugawa Shogunate • Investigate the experiences and perspectives of the Tokugawa Shogunate and of their subject peoples, and how power presented and was applied by authorities at the time, with reference to the change impact the reimposing of the feudal system had on the daily lives of different social classes		

Year 7	Year 8	Year 9	Year 10
Depth studies	Depth studies	Depth studies	Depth studies
	• Examine the role, achievements, and legacy of Tokugawa Ieyasu as founder of the Edo Shogunate • Analyse and evaluate the reasons events, individuals, and groups were significant in Shogunate Japan, including supported and contested perspectives **Polynesian expansion across the Pacific (c.700-1756)** • Investigate the significant social, religious, cultural, economic, environmental, and political features of Polynesian society, with reference to the role of ariki, fishing, how household and extended clan connections were fostered, and the use of stone tools • Explore a significant development, event, turning point, or challenge that contributed to continuity and change in Polynesian society, such as different theories of expansion, the construction of and theories about the moai (giant statues) on Easter Island (Rapa Nui), and the significance of Rahui • The experiences and perspectives of Polynesian rulers and of their subject peoples, and how power was presented and applied, including the responsibilities and privileges of being a chief • The role and achievements of a significant Polynesian group of people, such as Māori, Tongans, Samoans, Tahitian, or Rapa Nui • Examine and analyse interpretations of Polynesian expansion and the challenges posed by the lack of written sources in understanding the history of Polynesia.		

Geography achievement standards

Geography			
Year 7	**Year 8**	**Year 9**	**Year 10**
By the end of year 7, students:	By the end of year 8, students:	By the end of year 9, students:	By the end of year 10, students:

Year 7

By the end of year 7, students:

- **describe** how the characteristics of places are perceived and valued differently by people
- **describe** the importance of environments to people
- **describe** the features of a distribution
- **explain** interconnections between people and places and environments
- **describe** how these interconnections change places and environments
- **describe** a response or strategy to address a geographical phenomenon or challenge
- **develop** questions about a geographical phenomenon or challenge
- **collect, organise** and **represent** relevant data and information **using** primary research methods and secondary research materials
- **identify** similarities and differences, and **describe** patterns in data and information
- **draw** conclusions about the impact of the geographical phenomenon or challenge on people, places and environments
- **develop** a strategy for action
- **use** geographical knowledge, concepts, terms and relevant findings from sources to **create** descriptions, explanations and responses

Year 8

By the end of year 8, students:

- **explain** how the interactions of people and environmental processes impact on the characteristics of places
- **explain** how the characteristics of places are perceived and valued differently by people
- **describe** the effects of human activity or hazards on environments
- **explain** the features of a distribution and identify implications
- **explain** the interconnections between people and places and environments
- **explain** how these interconnections changes places or environments
- **explain** responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors
- **develop** relevant questions about a geographical phenomenon or challenge
- **collect, organise** and **represent** relevant and reliable data and information using primary research methods and secondary research materials
- **interpret** and **analyse** data and information
- **explain** patterns and trends and infer relationships
- **draw** reasoned conclusions about the impact of the geographical phenomenon or challenge
- **decide** on appropriate strategies for action and explain potential impacts
- **use** geographical knowledge, methods, concepts, terms and reference findings from sources to **create** descriptions, explanations and response

Year 9

By the end of year 9, students:

- **explain** how peoples' activities or environmental processes change the characteristics of places
- **explain** the effects of human activity on environments
- **explain** the effects of environments on human activity
- **explain** the features of biomes' distribution and identify implications for environments
- **analyse** the interconnections between people and places and environments
- **identify** and **explain** how these interconnections influence people, and change places and environments
- **analyse** strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria
- **develop** a range of questions about a geographical phenomenon
- **collect**, **represent** and **compare** relevant and reliable geographical data and information
- **use** a range of primary research methods and secondary research materials in a range of formats
- **interpret** and **analyse** data and information to explain patterns and terns and infer relationships
- **draw** evidence-based conclusions about the impact of the geographical phenomenon or challenge
- **develop** and **evaluate** strategies, predict impacts and make a recommendation
- **use** geographical knowledge, concepts, terms and digital tools as appropriate
- **develop** descriptions, explanations and responses that acknowledge research findings

Year 10

By the end of year 10, students:

- **explain** how the interactions of people and environmental processes at different scales change the characteristics of places
- **explain** the effects of human activity on environments over time
- **explain** the effect of environments on human activity over time
- **evaluate** the implications of a distribution
- **evaluate** the extent of interconnections occurring between people and places and environments
- **analyse** changes that result from these interconnections and their consequences
- **evaluate** strategies to **address** a geographical phenomenon or challenge, using environmental, social and economic criteria
- **develop** a range of relevant questions about a geographical phenomenon or challenge
- **collect**, **represent** and **compare** relevant and reliable geographical data and information, using appropriate formats
- **use** a range of primary research methods and secondary research materials
- **interpret** and **analyse** data and information to make generalisations and predictions
- **explain** significant patterns and trends, and **infer** relationships
- **draw** evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge

Year 7	Year 8	Year 9	Year 10
			• **develop** and **evaluate** strategies using criteria, recommend a strategy and **explain** the predicted impacts • **use** geographical knowledge, concepts, terms and digital tools as appropriate to **develop** descriptions, explanations and responses that synthesise research findings

Geography scope and sequence

<table>
<tr><td colspan="2" style="background:#e30613;color:#fff">Inquiry and skills</td></tr>
<tr><td style="background:#a01020;color:#fff">Years 7 and 8</td><td style="background:#a01020;color:#fff">Years 9 and 10</td></tr>
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Questioning and researching using geographical methods:

- design geographically focused inquiry questions related to a phenomena or challenge
- collect, organise, and represent geographical data and information from primary research methods, including fieldwork, and secondary research materials, using geospatial technologies and digital tools as appropriate

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Questioning and researching using geographical methods:

- design geographically focused questions related to specific phenomenon or challenge
- collect, represent, and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate

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Interpreting and analysing geographical data and information:

- interpret and analyse geographical data and mapping systems using quantitative and qualitative methods to propose explanations for distributions, patterns, trends, and relationships

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Interpreting and analysing geographical data and information:

- evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships

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Concluding and decision-making:

- draw conclusions based on the analysis of the data and information
- identify a strategy for action in relation to environmental, economic, social, or other factors, and explain potential impacts

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Concluding and decision-making:

- evaluate data and information to justify conclusions from a range of perspectives; for example, investigating the cause of a decline in food species, its impact on food security and the establishment of the Svalbard Global Seed Vault
- develop and evaluate strategies using environmental, economic, or social criteria; recommend a strategy and explain the predicted impacts

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Communicating:

- create descriptions, explanations, and responses using geographical knowledge and methods, concepts, terms, and reference sources

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Communicating:

- create descriptions, explanations and responses using geographical knowledge and geographical tools as appropriate, concepts and terms, that incorporate and acknowledge research findings

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Knowledge and understanding

Year 7	Year 8	Year 9	Year 10
Unit 1 **Water in the world** • Examine the classification of environmental resources and the way that water connects and changes places as it moves through environments, with reference to its importance socially and economically • Examine the location and distribution of water resources in Australia, their implications, and strategies to manage its sustainability • Investigate the economic, cultural, spiritual, and aesthetic value of water for different groups of people in our region, including First Nations Australians • Evaluate the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments	**Unit 1** **Landforms and landscapes** • Explore geomorphological processes that produce different landscapes and significant landforms • Identify the locations and distribution of Australia's distinctive landscapes and significant landforms • Examine the spiritual, aesthetic, and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians • Investigate the interconnections between human activity and geomorphological processes, and the different ways of managing distinctive landscapes • Examine the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses	**Unit 1** **Biomes and food security** • Explore the distribution and characteristics of the world's diverse biomes as regions with distinctive climates, soils, vegetation, and productivity • Investigate how humans shape biomes to produce food and raw materials, and the effect of these practices on landscapes • Compare the natural and human factors that impact agricultural productivity in Australia and a country in Asia, such as environmental hazards, transportation of livestock, genetic engineering, and agroforestry. • Examine challenges to sustainable food production and food security in Australia, and evaluate appropriate management strategies	**Unit 1** **Environmental change and management** • Examine human effect on the natural environment and how these changes challenge natural cycles and threaten sustainability • Investigate environmental world views of people, such as human-centred and earth-centred, and their implications for environmental management • Examine First Nations Australians' approaches to custodial responsibility and environmental management in different regions of Australia • Develop a study to investigate the causes and effects of a change in a specific environment at a local, national, or global scale, proposing and evaluating strategies to manage sustainability in this environment
Unit 2 **Place and liveability** • Examine factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality • Examine accessibility and distribution of services and facilities, and its implications for liveability of places for people in different contexts • Investigate the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place • Evaluate strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on local, national, and international studies	**Unit 2** **Changing nations** • Examine the push and pull factors which cause urbanisation and its impacts on places, people, and environment, drawing upon a study of the United States • Compare distribution of Australian and American urban settlement and concentration, looking for similarities and differences in characteristics, and discussing the advantages and disadvantages of each • The reasons for, and effects of, internal migration and international migration in Australia, China, or other countries • The strategies to manage the sustainability of Australia's changing urban places	**Unit 2** **Geographies of interconnections** • Examine how changing transportation and technologies are connecting people to services, information, and people, locally, nationally, and transnationally • Examine the effects of tourism for recreational, cultural, and leisure, and the management plans to limit human impact on specific places • Explore the powerful role trade plays in connecting people and places to goods and services, both locally and globally • Investigate how the production and consumption of goods affects different environments around the world, and the strategies implemented to improve sustainability practices in these places	**Unit 2** **Geographies of human wellbeing** • Identify and define the methods used to measure spatial variations in human wellbeing and development, and how these can be applied to measure differences between places on a global scale • Investigate the reasons for, and consequences of, spatial variations in human wellbeing on a regional and national scale, drawing on studies such as from India and analysing the Multidimensional Poverty Index (MPI), Press Freedom Index (PFI) and Fragile States Index (FSI) • Examine the reasons for spatial variations in wellbeing indicators in Australia and explore the consequence of this disparity, including for First Nations Australians • Examine the responses of international and national government and non-government organisations to improve wellbeing in Australia, within India and another country in the Pacific

Civics and Citizenship achievement standards

Civics and citizenship

Year 7	Year 8	Year 9	Year 10
By the end of year 7, students: • **describe** the key features of Australia's system of government, and the principles and features of the Australian legal system • **explain** the characteristics of Australian democracy describe the nature of Australian society, its cultural and religious diversity • **identify** the values that support cohesion in Australian society • **develop** questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civc issues • **analyse** information and **identify** perspectives and challenges related to political, legal and civic issues • **identify** and **describe** the methods or strategies related to civic participation or action • **use** civics and citizenship concepts, terms and sources to **create** descriptions, explanations and arguments	By the end of year 8, students: • **explain** how Australians are informed about and participate in their democracy • **describe** the roles of political parties and elected representatives in Australian government • **explain** the characteristics of laws, how laws are made and the types of law in Australia • **identify** ways in which Australians express different aspects of their identity • **explain** perspectives on Australia's national identity • **develop** questions and **locate**, **select,** and **organise** relevant information from different sources to investigate political and legal systems, and contemporary civic issues • **analyse** information and **identify** and **describe** perspectives and challenges related to political, legal or civic issues • **explain** the methods or stategies related to civic participation or action • **use** civics and citizenship knowledge, concepts, terms and references to evidence from sources to **create** descriptions, explanations and arguments	By the end of year 9, students: • **analyse** the role of the Constitution, the federal system of government, and the process and reasons for constitutional change • **explain** policy development and legislative processes in Australia's democracy • **identify** the key features and jurisdiction of Australia's court system • **explain** the role and processes of courts and tribunals • **identify** the reasons individuals and groups participate in and contribute to civic life nationally and globally • **explain** the influence of the media on reflections of identity and diversity • **develop** a range of question • **locate**, **select** and **compare** information from sources to **investigate** political and legal systems, and contemporary civic issues • **analyse** information to **explain** perspectives and challenges related to political, legal or civic issues • **identify** and **evaluate** the methods or strategies related to civic participation or action • **use** civic and citizenship knowledge, concepts and terms to **develop** descriptions, explanations and evidence-based arguments	By the end of year 10, students: • **compare** and evaluate the key features and values of Australia's government systems • **describe** the role and responsibilities of the Australian Government at a regional and global level • **explain** the role of the High Court • **explain** how Australia's international legal obligations, through sanctioned international agreements, influence law and government policy at home • **evaluate** a range of factors that sustain and foster resilient democracy and cohesive society in Australia • **develop** and **refine** a range of questions to investigate Australia's political and legal systems • **select** and **compare** the relevance and reliability of information gathered from a range of sources to investigate political and legal systems, and contemporary civic issues • **analyse** information to **evaluate** perspectives and challenges related to political, legal and civic issues • **evaluate** and **compare** the methods or strategies related to civic participation or action • **use** civic and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments that **synthesize** evidence from sources

Civics and Citizenship scope and sequence

Inquiry and skills

Years 7 and 8	Years 9 and 10
Questioning and researching: • develop and modify questions to investigate political and legal systems, and contemporary civic issues • locate, select, and organise information, data, and ideas from different sources	**Questioning and researching:** • learn to shape questions to investigate political and legal systems, and contemporary civic issues • locate, collect, and compare information, data, and ideas from a range of sources
Analysis, evaluation and interpretation: • critically analyse information, and ideas about civic, political, or legal issues to identify and explain differences in perspectives and potential challenges	**Analysis, evaluation and interpretation** • analyse information, data, and ideas about political or legal issues to identify and explain differences in perspectives and interpretations
Civic participation and decision-making: • explain and demonstrate methods and strategies related to making decisions about active citizenship locally, nationally, and globally	**Civic participation and decision-making:** • evaluate the methods or strategies related to making decisions about civic participation
Communicating: • create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms and reference evidence	**Communicating:** • create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence

Knowledge and understanding

Year 7	Year 8	Year 9	Year 10
Government and democracy • Exploring the key features of Australia's system of government, including democracy, the Australian Constitution, responsible government, and federalism • Examine the characteristics of Australian democracy and active citizenship, with a focus on freedom of speech, association, assembly, religion, and movement	**Government and democracy** • Examine how Australians are informed about and participate in democracy, particularly through voting • Explore the role of political parties and independent representatives in Australian democracy, including elections and the formation of governments	**Government and democracy** • Investigate the role of the Australian constitution in providing the basis for Australia's federal system of government and democratic processes, including institutions, and the process for constitutional change through a referendum • Explore and chart the legislative processes through which federal government policy is shaped, developed, and implemented	**Government and democracy** • Explore 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 • Analyse the role and level of responsibility the Australian government has at a regional and global level
Laws and citizens • Explore key principles and features of Australia's legal system, such as the rule of law and the court system, including connection to the Australian Constitution	**Laws and citizens** • Investigate characteristics of laws and how laws are made in Australia through parliaments (statutory law) and through the courts (common law) • Examine types of law that currently exist in Australia, for example, civil, and criminal, and the place of First Nations Australian customary law	**Laws and citizens** • Explore the hierarchy and jurisdictions of Australia's courts and the roles, responsibilities and processes of courts and tribunals • Investigate the role of the courts, judges, lawyers and juries in trials, and the rights of the accused and the rights of victims	**Laws and citizens** • Examine the role of parliament and the High Court of Australia in protecting rights under the Constitution, common law, and through federal and state statute law • Investigate how Australia's international legal obligations shape Australian law and government policies, including those relating to First Nations Australians, and the issues related to the application of these obligations
Citizenship, diversity, and identity • Examine how Australia's secular democracy and pluralist, multi-faith society draws upon diverse cultural origins, including Christian and western, First Nations Australian histories and cultures, and migrant communities • Investigate how values based on freedom, respect, fairness, and equality of opportunity can support social cohesion and democracy within Australian society	**Citizenship, diversity, and identity** • Explore how Australians express different aspects of their personal and social identity, including through different cultures and religion, and how this may influence their perceptions of citizenship and their actions as citizens • Analyse experiences of perspectives on and debates about Australia's national identity and citizenship, including perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups	**Citizenship, diversity, and identity** • Research how and why individuals and groups, including community, religious, and cultural groups, participate in and contribute to civic life in Australia and globally • Analyse how traditional and modern media, including social media, influence the shaping of identity and attitudes to diversity	**Citizenship, diversity, and identity** • The challenges to and ways of sustaining a resilient democracy, and a cohesive society in Australia, in our region, or globally

Economics and Business achievement standards

Economics and Business			
Year 7	**Year 8**	**Year 9**	**Year 10**
By the end of year 7, students:	By the end of year 8, students:	By the end of year 9, students:	By the end of year 10, students:

Year 7 — By the end of year 7, students:

- **describe** how decisions are made to allocate limited resources to individuals and communities in an economy
- **describe** the reasons businesses exist and types of businesses
- **identify** how entrepreneurial characteristics contribute to the success of a business
- **describe** the reasons individuals choose to work
- **describe** how individuals derive an income and the types of work that exist
- **identify** the rights and responsibilities of individuals and businesses in terms of products and services
- **develop** questions to **investigate** an economic and business issue
- **locate, select** and **organise** data and information from sources
- **interpret** information and data to **identify** economic and business issues, trends or effects
- **develop** a response and identify potential costs and benefits
- **use** economic and business knowledge, concepts, terms and sources to **create** descriptions and explanations

Year 8 — By the end of year 8, students:

- **explain** how markets influence the allocation or resources to the production of goods and services
- **explain** ways that businesses adapt to opportunities in markets and respond to the work environment
- **describe** the importance of Australia's taxation system and its effect on decision-making by individuals and businesses
- **explain** why individuals and/or businesses budget and plan
- **develop** a range of questions to **investigate** an economic and business issue
- **locate, select** and **organise** relevant information and data
- **interpret** information and data to **identify** economic and business issues
- **describe** economic cause-and-effect relationships
- **develop** a response to an economic and business issue
- **identify** and **evaluate** potential cost and benefits
- **use** economic and business knowledge, concepts, terms and research findings to **create** descriptions and explanations

Year 9 — By the end of year 9, students:

- **explain** the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses
- **explain** the interdependence of participants in the global market and the effect on economic decision-making
- **explain** the reasons for trade and Australia's pattern of trade with Asia
- **explain** why businesses seek to create and maintain a competitive advantage
- **explain** how individuals and businesses manage consumer and financial risks and rewards
- **develop** and **modify** questions to investigate an economic and business issue
- **locate**, **select** and **analyse** information and data from a range of sources
- **interpret** and analyse information and data to **explain** economic trends and cause-and-effect relationships
- **identify** consumer and financial impacts
- **develop** a response to an economic and business issue, taking account of economic, business or financial factors
- **evaluate** a response using criteria and make decisions about how it is to be implemented
- **use** economic and business knowledge, concepts and terms to **develop** descriptions, explanations and arguments that acknowledge research findings

Year 10 — By the end of year 10, students:

- **analyse** how economic indicators influence Australian Government decision-making
- **explain** ways that government intervenes to improve economic performance and living standards
- **explain** processes that businesses use to manage the workforce and improve productivity
- **explain** the importance of Australia's superannuation system and its effect on consumer and financial decision-making
- **analyse** factors that influence major consumer and financial decisions
- **explain** the short- and long-term effects of decisions
- **develop** and **modify** a range of questions to **investigate** an economic and business issue
- **locate**, **select** and **analyse** relevant and reliable information and data from a range of sources
- **interpret** and **analyse** information and data to **evaluate** trends and economic cause-and-effect relationships
- **make** predictions about consumer and financial impacts
- **develop** an evidence-based response to an economic and business issue
- **evaluate** a response, using appropriate criteria to decide on a course of action
- **use** economic and business knowledge, concepts and terms to **develop** descriptions, explanations and reasoned arguments that synthesise research findings
- **explain** variations in economic performance and standards of living locally and globally

Economics and Business scope and sequence

Inquiry and skills	
Years 7 and 8	**Years 9 and 10**
Questioning and researching: • develop questions about an economic or business issue • locate, select, and organise relevant data and information from a range of sources	**Questioning and researching:** • develop and modify questions to investigate a contemporary economics and business issue • locate, select, and analyse relevant data and information from a range of sources
Interpretating and analysing: • interpret data and information that is represented in different formats to identify economic and business issues, trends, and cause-and-effect relationships	**Interpretating and analysing:** • analyse and interpret data and information, explaining economic and business issues, trends, and economic cause-and-effect relationships, making predictions to about consumer and financial impacts
Economic and business decision-making: • develop a response to an economic or business issue, identifying potential costs and benefits	**Economic and business decision-making:** • develop and evaluate a realistic response to an economic or business issue, using cost-benefit analysis to recommend a course of action, predicting potential consequences of that action
Communicating: • create descriptions, explanations, and conclusions, using economic and business knowledge, concepts, terms and reference information and data from sources	**Communicating:** • create descriptions, explanations, arguments, and conclusions, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings

Knowledge and understanding

Year 7	Year 8	Year 9	Year 10
• Investigate why opportunity cost exists as decisions are made to allocate limited resources to meet unlimited needs and wants, with reference to 'economic scarcity' in relation to what and how to produce sustainably, and for whom • Investigate the reasons businesses exist and how different types of businesses provide goods and services to a range of people, in different ways • Analyse characteristics of entrepreneurs and how these influence their business success, with reference to the values involved in entrepreneurial decision-making • Analyse the reasons individuals work, the contribution work can make to an individual's identity and role within community, the types of work people can be involved in, and how people can derive incomes differently • Explore the rights and responsibilities of individuals and businesses in relation to consumer and financial products and services, such as cooling-off periods, and the importance of budgets	• Explore how markets influence decisions about the allocation of resources to the production of goods and services, and the effect of prices on these decisions • Explore different ways that businesses adapt to opportunities in the market and respond to the changing nature of work, including the current influences on the ways people work • Investigate how First Nations Australian businesses and entrepreneurs develop opportunities in the market • Examine the importance of Australia's system of taxation and how this system affects decision-making by individuals and businesses • Identify and explain the processes individuals and businesses use to plan and budget to achieve short-term and long-term financial objectives	• Explore the role of Australia's financial sector and its effect on economic decision-making by individuals, businesses and global markets, including the forces that shape and affect Australia's financial landscape • Examine how economic decision-making involves the interdependence of consumers, businesses, the financial sector, and government when making economic decisions • Identify the reasons Australia trades with other nations, and analyse the patterns of trade between Australia and Asia • Explore processes that businesses use to create and maintain competitive advantage, including managing cultural or intellectual property, the use of social media as advertising and the role of entrepreneurs • Examine how individuals and businesses manage consumer and financial risks and rewards, including strategies used to setting financial goals, having insurance and savings, and being alert to scams	• Examine how and why the economic indicators, such as economic growth rates, unemployment trends, inflation rates or sustainability indexes, influence economic decision-making • Explore ways that the government intervenes in the economy to improve economic performance and living standards within Australian society • Analyse factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions • Examine the importance of Australia's superannuation system and how this affects consumer and financial decision-making • Investigate the processes that businesses use to manage and lead their workforce and improve productivity, including the role and influence of entrepreneurs