



# Western Australian Curriculum

## Humanities and Social Sciences

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Proposed Achievement Standards | Years 7–10

Draft for consultation | Not for implementation

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## Overview

The current Western Australian Curriculum: Humanities and Social Sciences was adopted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the review of the Australian Curriculum for Humanities and Social Sciences and this is reflected in the endorsed Australian Curriculum version 9.

The proposed Western Australian Curriculum: Humanities and Social Sciences is adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

This document shows the current Western Australian Curriculum: Humanities and Social Sciences curriculum Achievement Standards in the first column, the comparable Australian Curriculum version 9 Achievement Standards in the centre column, and the proposed revised Achievement Standards for Western Australia in the third column.

## Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>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.</p> <p>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</p>	<p><b>Civics and Citizenship</b></p> <p>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. They explain the characteristics of Australian democracy. Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.</p> <p>Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. Students use civics and citizenship concepts, terms and sources to create descriptions, explanations and arguments.</p> <p><b>Economics and Business</b></p> <p>By the end of Year 7, students describe how decisions are made to allocate limited resources to individuals and communities in an economy. They describe the reasons businesses exist and types of businesses, and identify how entrepreneurial characteristics contribute to the success of a business. They describe the reasons individuals choose to work, how they may</p>	<p>By the end of the year, 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.</p> <p>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</p>

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<p>system and describe how the legal system aims to provide justice.</p> <p>Students describe how the price of goods and services results from interactions between consumers and businesses, as a consequence of making choices. They describe how the specialisation of workers and businesses, including entrepreneurial behaviour, provides benefits to individuals and the wider community.</p> <p>Students describe the changes caused by interconnections between people, places and natural environments, and the alternative strategies used to manage the changes. They describe the features of liveable places, and how and/or why places are perceived and valued differently.</p> <p>Students describe the role of groups and the significance of particular individuals in ancient society, and suggest reasons for change and continuity over time. They identify past events and developments that have been interpreted in different ways. Students describe events and developments from the perspective of different people who lived at the time.</p>	<p>derive an income and the types of work that exist. Students identify the rights and responsibilities of individuals and businesses in terms of products and services.</p> <p>Students develop questions to investigate an economic and business issue. They locate, select and organise data and information from sources. They interpret information and data to identify economic and business issues, trends or effects. They develop a response and identify potential costs and benefits. Students use economic and business knowledge, concepts, terms and sources to create descriptions and explanations.</p> <p><b>Geography</b> By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.</p> <p>Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using</p>	<p>system and describe how the legal system aims to provide justice.</p> <p>Students describe how the price of goods and services results from interactions between consumers and businesses, as a consequence of making choices. They describe how innovation and entrepreneurial behaviour provide benefits to individuals and the wider community.</p> <p>Students describe the changes caused by interconnections between people, places and natural environments, and the alternative strategies used to manage the changes. They describe the features of liveable places, and how and/or why places are perceived and valued differently.</p> <p>Students describe the ways that history can be examined, through archaeological, historical, and cultural evidence. They describe Aboriginal and Torres Strait Islander peoples’ cultures throughout Deep Time and describe the ways that early innovative technologies were developed in different places. They describe role of groups and the significance of particular individuals in ancient society, and suggest reasons for change and continuity over time. They identify past events and developments that have been interpreted in different ways. Students describe events and developments from the perspective of different people who lived at the time.</p>

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	<p>primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.</p> <p><b>History</b></p> <p>By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.</p> <p>Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and</p>	

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	<p>secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.</p>	

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## Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>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.</p> <p>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.</p>	<p><b>Civics and Citizenship</b></p> <p>By the end of Year 8, students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia. Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity.</p> <p>Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action. Students use civic and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.</p> <p><b>Economics and Business</b></p> <p>By the end of Year 8, students explain how markets influence the allocation of resources to the production of goods and services. They explain ways that businesses adapt to opportunities in markets and</p>	<p>By the end of the year, 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.</p> <p>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.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>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 identify how consumers and businesses influence and respond to each other in the market.</p> <p>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.</p> <p>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.</p>	<p>respond to the work environment. They describe the importance of Australia’s taxation system and its effect on decision-making by individuals and businesses. Students explain why individuals and/or businesses budget and plan.</p> <p>Students develop a range of questions to investigate an economic and business issue. They locate, select and organise relevant information and data. They interpret information and data to identify economic and business issues and trends, and describe economic cause-and-effect relationships. They develop a response to an economic and business issue. They identify and evaluate potential costs and benefits. Students use economic and business knowledge, concepts, terms and research findings to create descriptions and explanations.</p> <p><b>Geography</b> By the end of Year 8, students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how the characteristics of places are perceived and valued differently by people. They describe the effects of human activity or hazards on environments. They explain the features of a distribution and identify implications. They explain the interconnections between people and places and environments. They explain how these interconnections change places or environments. Students explain responses or</p>	<p>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 identify how consumers and businesses influence and respond to each other in the market.</p> <p>Students describe different landforms and landscapes, 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 geomorphic 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.</p> <p>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. They explain the factors that led to the Industrial Revolution and the effects that this had on Europe and the world.</p>

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	<p>strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors.</p> <p>Students develop relevant questions about a geographical phenomenon or challenge. They collect, organise and represent relevant and reliable data and information, using primary research methods and secondary research materials. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw reasoned conclusions about the impact of the geographical phenomenon or challenge. They decide on appropriate strategies for action and explain potential impacts. Students use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.</p> <p><b>History</b></p> <p>By the end of Year 8, students describe the historical significance of the periods between the ancient and modern past. They explain the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods. They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or</p>	

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	<p>a historical period. Students describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.</p> <p>Students develop questions about the past to inform historical inquiry. They locate and identify a range of primary and secondary sources as evidence in historical inquiry. They describe the origin, content and context of sources, and explain the purpose of primary and secondary sources. Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They explain historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments.</p>	

## Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>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 acknowledge these sources.</p> <p>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.</p>	<p><b>Civics and Citizenship</b> By the end of Year 9, students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia’s democracy. They identify the key features and jurisdictions of Australia’s court system and explain the role and processes of courts and tribunals. Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and diversity.</p> <p>Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information to explain perspectives and challenges related to political, legal or civic issues. Students identify and evaluate the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments.</p> <p><b>Economics and Business</b> By the end of Year 9, students explain the role of Australia’s financial sector and its effect on economic</p>	<p>By the end of the year, 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 acknowledge these sources.</p> <p>Students describe some ways individuals and political parties participate within the electoral system in Australia’s democracy and how their voting preferences can be shaped by external influences. They describe Australia’s court system and how the courts resolve disputes. Students identify the</p>

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<p>Students explain the interdependence between Australia and other economies by identifying Australia’s trading partners, and describe how specialisation results in the exchange of goods and services between countries. 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.</p> <p>Students explain the spatial variation and characteristics of natural environments and the interconnections between people, places and environments. They identify the cause and effect of these interconnections, 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.</p> <p>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.</p>	<p>decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. They explain the reasons for trade and Australia’s pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. Students explain how individuals and businesses manage consumer and financial risks and rewards.</p> <p>Students develop and modify questions to investigate an economic and business issue. They locate, select and analyse information and data from a range of sources. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships, and identify consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business or financial factors. They evaluate a response using criteria and make decisions about how it is to be implemented. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.</p> <p><b>Geography</b> By the end of Year 9, students explain how peoples’ activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the</p>	<p>principles of justice and the threats to these principles.</p> <p>Students explain the interdependence between Australia and other economies by identifying Australia’s trading partners and describe how specialisation results in the exchange of goods and services between countries. They describe the risks and rewards that result from making consumer and financial choices.</p> <p>Students explain the spatial variation and characteristics of biomes and the interconnections between people, places and environments. They identify the cause and effect of these interconnections, 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.</p> <p>Students explain the different perspectives and experiences of Australia’s colonial history, and the causes and effects of World War I over both the short and long term, including its significance. 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.</p>

	<p>features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people, and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.</p> <p>Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.</p> <p><b>History</b>  By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They 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. They describe the social, cultural, economic and/or political aspects related to</p>	
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Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
	<p>the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.</p> <p>Students develop and modify questions about the past to inform historical inquiry. They locate, select and compare primary and secondary sources, and use information in sources as evidence in historical inquiry. They explain the origin, content, context and purpose of primary and secondary sources. Students compare sources to determine the accuracy, usefulness and reliability of sources as evidence. They explain causes and effects, and patterns of continuity and change connected to a period, event or movement. Students compare perspectives of significant events and developments, and explain the factors that influence these perspectives. They analyse different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources.</p>	



## Year 10

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<p>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 acknowledge these sources.</p> <p>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</p>	<p><b>Civics and Citizenship</b> By the end of Year 10, students compare the key features and values of Australia’s system of government to those of another system of government. They describe the Australian Government’s role and responsibilities at a regional and global level. They explain the role of the High Court of Australia. They explain how Australia’s international legal obligations influence the law and government policy. They identify and explain challenges to a resilient democracy and a cohesive society in Australia.</p> <p>Students develop and refine a range of questions and locate, select and compare relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues. They analyse information to evaluate perspectives and challenges related to political, legal or civic issues. They evaluate and compare the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments that synthesise evidence from sources.</p> <p><b>Economics and Business</b> By the end of Year 10, students analyse how economic indicators influence Australian Government decision-</p>	<p>By the end of the year, 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 acknowledge these sources.</p> <p>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</p>

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<p>citizens. They explain how Australia’s democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia’s democratic system.</p> <p>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.</p> <p>Students describe how the places in which people live influence their wellbeing and opportunities. They describe 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.</p> <p>Students identify the causes and effects of World War II and the development of people’s rights and freedoms, describing their significance from 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.</p>	<p>making. They explain ways that government intervenes to improve economic performance and living standards. They explain processes that businesses use to manage the workforce and improve productivity. They explain the importance of Australia’s superannuation system and its effect on consumer and financial decision-making. Students analyse factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions.</p> <p>Students develop and modify a range of questions to investigate an economic and business issue. They locate, select and analyse relevant and reliable information and data from a range of sources. They interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts. They develop an evidence-based response to an economic and business issue. They evaluate a response, using appropriate criteria to decide on a course of action. Students use economic and business knowledge, concepts, and terms to develop descriptions, explanations and reasoned arguments that synthesise research findings.</p> <p><b>Geography</b> By the end of Year 10, students explain how the interactions of people and environmental processes at different scales change the characteristics of places. They explain the effects of human activity on environments, and the effect of environments on</p>	<p>citizens. They explain how Australia’s democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia’s democratic system.</p> <p>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 the processes that businesses can use to improve productivity. They explain the challenges of ethical decision-making in business, and the future implications of changes to the working environment.</p> <p>Students describe how the places in which people live influence their wellbeing and opportunities. They describe 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.</p> <p>Students identify the causes and effects of World War II and the development of people’s rights and freedoms, describing their significance from a range of</p>

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<p>Students describe different interpretations of the past, and identify the evidence used to support these interpretations.</p>	<p>human activity, over time. They evaluate the implications of a distribution. They evaluate the extent of interconnections occurring between people and places and environments. They analyse changes that result from these interconnections and their consequences. Students evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria. Students develop a range of relevant questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials, using appropriate formats. They interpret and analyse data and information to make generalisations and predictions, explain significant patterns and trends, and infer relationships. They draw evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies using criteria, recommend a strategy and explain the predicted impacts. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that synthesise research findings.</p> <p><b>History</b> By the end of Year 10, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of</p>	<p>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.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
	<p>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. They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students 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. Students develop and modify a range of questions about the past to inform historical inquiry. They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry. They analyse the origin, content, context and purpose of primary and secondary sources. Students evaluate the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement. They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives. They compare and evaluate different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.</p>	

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