



# Western Australian Curriculum

## Humanities and Social Sciences

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Proposed comparison of curriculum | Years 7–10

Draft for consultation | Not for implementation

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## **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 Science is adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

#### Strand: Knowledge and understanding

The first column contains the current Western Australian Curriculum: Humanities and Social Sciences curriculum content organised in year levels. The second column contains the endorsed content for Australian Curriculum version 9. The content listed for the Western Australian Curriculum and the Australian Curriculum version 9 is unedited. The third column content is the proposed content for familiarisation in 2025 and implementation in Western Australia in 2026.

#### Strand: Humanities and Social Sciences skills

As all skills have been adopted from version 8.4 of the Western Australian Curriculum, the comparison to Australian Curriculum version 9 has not been included.

#### Content descriptions and examples

In each Proposed WA Curriculum cell within the tables, the statements without a bullet point are the content descriptions. The content description is the mandated material for teaching. To support teachers, some content descriptions also have a 'For example' followed by bullet point examples that provide suggested content to clarify the content descriptions. This is not mandated material, and teachers may choose to use the suggested example, or may choose to use alternative examples that are relevant to the context of their school and student population.

## Strand: Knowledge and understanding

### Civics and Citizenship

#### Year 7

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The purpose and value of the Australian Constitution	the key features of Australia's system of government, including democracy, the Australian Constitution, responsible government and federalism	<p><b>The Australian Constitution</b></p> <p>The purpose and value of the Australian Constitution</p> <p>For example:</p> <ul style="list-style-type: none"> <li>to establish Australia as a nation made up of a Federation of states</li> <li>to serve as the legal framework for Australia</li> </ul>
The concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power	No content	<p>The concept of the separation of powers between the legislature, executive and judiciary</p> <p>For example:</p> <ul style="list-style-type: none"> <li>the legislature makes and changes to the law (Parliament)</li> <li>the executive puts law into action (Prime Minister and Cabinet)</li> <li>the judiciary interprets the law (the court system)</li> </ul>
The division of powers between state/territory and federal levels of government in Australia	No content	<p>The division of powers between state/territory and federal levels of government in Australia</p> <p>For example:</p> <ul style="list-style-type: none"> <li>specific powers as the law-making powers given to Federal Parliament in the Constitution</li> <li>exclusive powers as those limited to the Commonwealth</li> <li>concurrent powers as non-exclusive powers shared by the Federal and State Parliaments</li> <li>residual powers as state level powers that are not written into the Constitution</li> </ul>
The different roles of the House of Representatives and the Senate in Australia's bicameral parliament	No content	<p>The different roles of the House of Representatives and the Senate in Australia's bicameral parliament</p> <p>For example:</p> <ul style="list-style-type: none"> <li>making and amending laws</li> <li>representing different groups within society</li> <li>scrutinising the work of Government</li> </ul>
The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999	No content	<p>The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum</p> <p>For example:</p> <ul style="list-style-type: none"> <li>the concept of the double majority</li> <li>successful votes on the Constitution Alteration (Aboriginals) 1967</li> <li>unsuccessful votes on the Constitution Alteration (Establishment of a Republic) 1999</li> </ul>

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial, and right to legal representation	the key principles and features of the Australian legal system, including the Australian Constitution, the rule of law and the court system	<b>Australia's Legal System</b> How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial, and right to legal representation
No content	the role of courts, judges, lawyers and juries in trials, and the rights of the accused and the rights of victims	The role of courts, judges, lawyers and court officials in trials
How citizens participate in providing justice through their roles as witnesses and jurors	No content	How citizens participate in providing justice through their roles as witnesses and jurors

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Year 8

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement	No content	<b>Freedom and Democracy</b> The freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement
No content	the role of political parties and independent representatives in Australian democracy, including elections and the formation of governments	The election process and how government is formed For example: <ul style="list-style-type: none"> <li>the structure and composition of parliament</li> <li>preferential voting and proportional representation</li> <li>voter eligibility, compulsory voting and the secret ballot</li> </ul>
How citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action	how Australians are informed about and participate in democracy	How citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action
How laws are made in Australia through parliaments (statutory law)	the characteristics of laws and how laws are made in Australia through parliaments (statutory law) and through the courts (common law)	<b>Law and order</b> How statutory laws are made in Australia through parliaments
How laws are made in Australia through the courts (common law)		How common laws are made in Australia through the courts
The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law	the types of law in Australia, including criminal law and civil law, and the place of First Nations Australian customary law	The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander peoples’ customary law
Different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian	different experiences of, perspectives on and debates about Australia’s national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups	Moved to Year 10 – Justice Across Borders
No content	No content	Young people’s rights and responsibilities when interacting with law enforcement For example: <ul style="list-style-type: none"> <li>rights of a young person when questioned by the police</li> <li>responsibility to follow lawful directions</li> </ul>

Year 9

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The role of political parties, and independent representatives in Australia’s system of government, including the formation of governments	No content	<p><b>Shaping Voter Decisions</b></p> <p>The role of political parties and independent representatives in Australia’s system of government</p> <p>For example:</p> <ul style="list-style-type: none"> <li>the key principles of the major political parties in Australia</li> <li>the emerging influence of independent representatives</li> <li>the concepts of minority government and balance of power</li> </ul>
How citizens’ choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, political party campaigns)	No content	<p>How citizens’ choices are shaped at election time</p> <p>For example:</p> <ul style="list-style-type: none"> <li>media</li> <li>opinion polls</li> <li>political party campaigns</li> </ul>
How social media is used to influence people’s understanding of issues	the influence of a range of media, including social media, in shaping identity and attitudes to diversity	<p>How social media and other emerging technology are used to influence people’s understanding of political issues</p> <p>For example:</p> <ul style="list-style-type: none"> <li>how media represents different groups in Australian society</li> <li>the role of factors such as data harvesting, algorithms and confirmation bias in controlling the information voters are exposed to</li> </ul>
No content	how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship	<p>How young people can participate in and contribute to civic life in Australia and as a global citizen</p> <p>For example:</p> <ul style="list-style-type: none"> <li>young people’s contributions to civic life in Australia such as Young Australian of the Year recipients</li> <li>the characteristics of global citizens such as a broad understanding of the world, engagement in their communities, and collaboration with others to address challenges</li> </ul>
<p>The key features of Australia’s court system and the role of a particular court (e.g. a supreme court, a magistrates’ court, the Family Court of Australia) and the types of cases different courts hear</p> <p>How courts apply and interpret the law, resolve disputes, and make law through judgments (e.g. the role of precedents)</p>	the key features and jurisdictions of Australia’s court system, and the operations of courts and tribunals	<p><b>The Australian Court System</b></p> <p>The key features and jurisdictions of Australia’s court system, and the operations of courts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>the court hierarchy</li> <li>the role of precedent</li> </ul>
The key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal	the roles of courts, judges, lawyers and juries in trials, and the rights of the accused and the rights of victims	The key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal



Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The factors that can undermine the application of the principles of justice (e.g. bribery, coercion of witnesses, trial by media, court delays)	No content	The factors that can undermine the application of the principles of justice For example: <ul style="list-style-type: none"> <li>• bribery, coercion of witnesses, trial by media and barriers to equality of access to justice</li> <li>• case studies such as the wrongful conviction of John Button or Lindy Chamberlain’s trial by media</li> </ul>

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Year 10

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The key features and values of Australia’s system of government (e.g. democratic elections, the separation of powers) compared with one other system of government in the Asia region, such as China, Japan, India or Indonesia	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	<p><b>Exploring Global Democracy</b> The key features and values of Australia’s system of government compared with b other system of government in the Asia–Pacific region</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• democratic elections</li> <li>• separation of powers</li> <li>• representative and responsible government</li> </ul>
The threats to Australia’s democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness	No content	<p>The threats to Australia’s democracy and other democracies</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• the influence of vested interests, organised crime, corruption and lawlessness</li> <li>• misinformation and disinformation in the media</li> <li>• the rise of populism and identity politics in Australia and other western democracies</li> </ul>
The safeguards that protect Australia’s democratic system and society, including shared values and the right to dissent within the bounds of the law	No content	<p>The safeguards that protect Australia’s democratic system and society, including shared values and the right to dissent within the bounds of the law</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• the importance of the free media</li> <li>• anti-discrimination laws</li> </ul>
Different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian (from Year 8)	different experiences of, perspectives on and debates about Australia’s national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups (from Year 8)	<p><b>Justice Across Borders</b> Different experiences of, perspectives on and debates about Australia’s national identity and citizenship</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• the meaning of national identity and what it means to be an Australian Citizen and its role and significance in a globalized world</li> <li>• Aboriginal and Torres Strait Islander peoples as owners of their respective nations</li> <li>• the factors shaping debates about Australian identity such as place, immigration and standard of living</li> </ul>
The role of the High Court, including interpreting the Constitution	the role of the parliament and the High Court of Australia in protecting rights under the Constitution, common law, and through federal and state statute law	<p>The role of the High Court in protecting rights under the Constitution, common law, and through federal and state statute law</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• <i>Brown v Tasmania</i> [2017] – World Heritage</li> <li>• Citizenship Seven case [2017] – eligibility to sit in Parliament</li> <li>• <i>Mabo v Queensland (No.2)</i> [1992] – Native Title</li> </ul>
Australia’s roles and responsibilities at a global level (e.g. provision of foreign aid, peacekeeping, participation in international organisations, such as the United Nations)	the Australian Government’s role and responsibilities at a regional and global level	<p>Australia’s roles and responsibilities at a global level</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• provision of foreign aid</li> <li>• peacekeeping</li> <li>• participating in international organisations such as the United Nations</li> </ul>

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
<p>The international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous peoples)</p>	<p>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</p>	<p>The international agreements the Australian Government has ratified and how they shape policies and laws, including their response to the United Nations Declaration on the Rights of Indigenous Peoples</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• the formal endorsement of the United Nations Declaration on the Rights of Indigenous Peoples in 2009 by the federal government</li> <li>• Australia’s legal obligations under the Paris Agreement (1996) and Conventions relating to the Status of Refugees (1951)</li> <li>• the Convention on the Rights of the Child</li> </ul>

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Year 7

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
No content	why opportunity cost exists as decisions are made to allocate limited resources to meet unlimited needs and wants	<b>Consumers and Businesses</b> Why opportunity cost exists when decisions are made to allocate limited resources to meet unlimited needs and wants
How consumers rely on businesses to meet their needs and wants	No content	The interdependence between consumers and businesses using the two-sector circular flow model
How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food)	No content	How businesses respond to the changing tastes and preferences of consumers For example: <ul style="list-style-type: none"> <li>• healthy options</li> <li>• environmentally friendly products and packaging</li> </ul>
Why businesses might set a certain price for a product and how they might adjust the price according to demand	No content	How businesses set prices for a product and how they might adjust the price according to changes in demand For example: <ul style="list-style-type: none"> <li>• different pricing strategies such as cost plus pricing, discount pricing and competitor pricing</li> <li>• pricing changes based on changing technology and seasonal factors</li> </ul>
No content	the reasons businesses exist and how different types of businesses provide goods and services	<b>Innovation and Enterprise</b> Different types of business ownership For example: <ul style="list-style-type: none"> <li>• sole trader, partnership, corporation, cooperative, franchise</li> </ul>
<i>Year 9 Content</i> - The nature of innovation and how businesses seek to create and maintain a competitive advantage in a market, including the global market	No content	The concept of innovation and the ways businesses identify and respond to business opportunities For example: <ul style="list-style-type: none"> <li>• how businesses identify needs, niches and gaps in markets and develop products or services to address opportunities, such as solar power and electric cars</li> <li>• how technology has been used to improve efficiency in existing businesses, such as ride share, food delivery services and online retail</li> </ul>
Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise)	characteristics of entrepreneurs and how these influence the success of a business	The characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses For example: <ul style="list-style-type: none"> <li>• risk taking, such as identifying and taking advantage of an opportunity</li> <li>• demonstrating initiative, problem-solving, leadership, teamwork and communication</li> <li>• entrepreneurs such as Janine Allis, Richard Branson</li> </ul>

<b>Current Western Australian Curriculum</b>	<b>Australian Curriculum v9</b>	<b>Proposed Western Australian Curriculum</b>
<p>Why individuals work (e.g. earning an income, contributing to an individual's self-esteem, material and non-material living standards, happiness)</p> <p>Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer)</p> <p>How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service)</p>	<p>the reasons individuals work, the types of work they are involved in, and how they may derive an income</p>	<p>Moved to Year 8 – Work and Financial Decision-Making</p>
<p>The ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings)</p>	<p>No content</p>	<p>Removed content</p>

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Year 8

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The way markets operate in Australia and how the interaction between buyers and sellers influences prices and how markets enable the allocation of resources (how businesses answer the questions of what to produce, how to produce and for whom to produce)	how markets influence decisions about the allocation of resources to the production of goods and services, and the effect of prices on these decisions	<p><b>The Market Economy</b> The way markets in Australia influence decisions about the allocation of resources to the production of goods and services</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• how markets answer the economic questions of what to produce, how to produce, for whom to produce and how much to produce</li> </ul>
No content	No content	<p>How the demand and supply model shows the interactions between consumers and businesses</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• law of demand and the demand curve</li> <li>• law of supply and the supply curve</li> <li>• equilibrium price and equilibrium quantity</li> </ul>
No content	the importance of Australia’s system of taxation and how this system affects decision-making by individuals and businesses	<p>Australia’s system of taxation and why the government collects taxation revenue</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• taxes paid by individuals and businesses such as income tax, GST, company tax</li> <li>• how tax collected is used to pay for goods and services that benefit society</li> </ul>
How the government is involved in the market, such as providing some types of goods and services that are not being provided for sufficiently by the market (e.g. healthcare)	No content	<p>How the government is involved in the market by providing some types of goods and services that are not being sufficiently supplied by the market</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• healthcare</li> <li>• education</li> <li>• transport</li> </ul>
No content	the reasons individuals work, the types of work they are involved in, and how they may derive an income	<p><b>Work and Financial Decision-Making</b> The reasons individuals work, the types of work they are involved in, and how they may derive an income</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• reasons for work such as income, a sense of purpose or enjoyment</li> <li>• types of work such as full-time, part-time, casual and contract</li> <li>• ways to derive an income such as salary and wage-based work, commissions and return on investments in the form of profit or interest</li> </ul>
No content	factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions	<p>Factors that influence major consumer and financial decisions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• price</li> <li>• availability and cost of borrowing money</li> <li>• age and gender of consumers</li> </ul>

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
No content	processes that individuals and/or businesses use to plan and budget to achieve short-term and long-term financial objectives	<p>Ways that individuals plan and budget to achieve short-term and long-term financial goals</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• weekly savings to be able to purchase a mobile phone</li> <li>• long-term financial plan to buy a house or car</li> <li>• ways to achieve additional income such as mowing lawns, changing spending habits</li> </ul>
The rights and responsibilities of consumers and businesses in Australia	No content	<p>The rights and responsibilities of consumers and businesses in Australia</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• warranties</li> <li>• consumer guarantees</li> <li>• product safety recalls</li> </ul>
Influences on the ways people work (e.g. technological change, outsourced labour in the global economy, rapid communication changes and factors that might affect work in the future)	No content	Moved to Year 10 – The Changing World of Business
Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia	No content	Moved to Year 7 – Innovation and Enterprise

Year 9

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The role of the key participants in the Australian economy, such as consumers, producers, workers and the government	the role of Australia’s financial sector and its effect on economic decision-making by individuals, businesses and global markets	<p><b>Australia in the Global Economy</b> The interdependence of households, businesses, the financial, government and overseas sectors as shown in the five-sector circular flow model</p> <p>For example:</p> <ul style="list-style-type: none"> <li>financial sector: savings and investments</li> <li>government sector: taxation and government spending</li> <li>international sector: imports and exports</li> </ul>
Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded	the reasons Australia trades with other nations, and the patterns of trade between Australia and Asia	Who Australia trades with, what they trade, and the reasons for this trade including specialisation
Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy	how economic decision-making involves the interdependence of consumers, businesses, the financial sector and government	<p>Why and how participants in the global economy are dependent on each other, the effects of globalisation and the impacts of global events on Australian consumers and businesses</p> <p>For example:</p> <ul style="list-style-type: none"> <li>global dependence through global supply chains and transnational corporations</li> <li>effects of globalisation such as availability of goods and services, access to larger markets, environmental degradation, local producers competing in the international market</li> <li>disruptions to global supply chains due to global events such as pandemics, natural disasters, international conflicts and economic crises</li> </ul>
The nature of innovation and how businesses seek to create and maintain a competitive advantage in the market, including the global market	processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs	<p><b>Navigating Markets</b> How businesses seek to create and maintain a competitive advantage in a global and/or domestic market</p> <p>For example:</p> <ul style="list-style-type: none"> <li>creating a product that is unique to a market</li> <li>the ability to generate more profit than competitors by reducing costs or increasing revenue</li> </ul>
No content	how First Nations Australian businesses and entrepreneurs develop opportunities in the market (from Year 8)	<p>How Aboriginal and Torres Strait Islander businesses develop opportunities in the market</p> <p>For example:</p> <ul style="list-style-type: none"> <li>marketing such as fashion brands using online marketplaces to connect artists and designers to domestic and global markets</li> <li>employment and social contribution such as tourism providers in regional and remote Australia providing job opportunities</li> <li>innovations such as the use of native products for their environmental, medicinal or cosmetic benefits</li> </ul>



Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types	how individuals and businesses manage consumer and financial risks and rewards	Why and how individuals manage financial investment risks and rewards For example: <ul style="list-style-type: none"> <li>• types of investment such as shares, real estate and superannuation</li> <li>• setting investment goals</li> <li>• investment debt compared to consumer debt</li> </ul>
The ways consumers can protect themselves from risks, such as debt, scams and identity theft	No content	The ways consumers can protect themselves from risks, such as debt, scams and identity theft For example: <ul style="list-style-type: none"> <li>• debt options such as credit cards and other consumer finance providers</li> <li>• verifying authenticity of financial institutions and online payment methods</li> <li>• improvements in digital security such as multifactor authentication</li> </ul>
The way the work environment is changing in contemporary Australia and the implication for current and future work	No content	Moved to Year 10 – The Changing World of Business

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Year 10

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
No content	No content	<b>Economic Performance and Living Standards</b> How the business cycle model shows changes to economic activity over time
Indicators of economic performance (e.g. economic growth rates, unemployment trends, inflation rates, human development index, quality of life index, sustainability indexes) and how Australia's economy is performing	how and why the economic indicators influence economic decision-making	Indicators of economic performance and how Australia's economy is performing including economic growth rate, unemployment rate and inflation rate
The links between economic performance and living standards, the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt)	No content	The links between economic performance and living standards, the variations that exist within and between economies and the possible causes  For example: <ul style="list-style-type: none"> <li>the ways material living standards can be measured, such as gross domestic product and housing affordability</li> </ul>
The distribution of income and wealth in the economy and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments)	No content	The distribution of income and wealth in the economy and the ways in which governments can redistribute income  For example: <ul style="list-style-type: none"> <li>the measures of income and wealth inequality such as Gini coefficient and Lorenz curve</li> <li>types of taxation such as progressive and regressive taxation</li> <li>transfer payments such as pensions, family tax benefits</li> <li>one-off government payments</li> </ul>
The ways that governments manage the economy to improve economic performance and living standards (e.g. productivity policy, training and workforce development policy, migration), and to minimise the effects of externalities (e.g. regulation)	the ways that government intervenes in the economy to improve economic performance and living standards within Australian society	The ways that governments influence the economy to improve economic performance and living standards, and to manage the effects of externalities  For example: <ul style="list-style-type: none"> <li>government-funded tertiary education to address skills shortages</li> <li>banning single use plastics to reduce the cost of pollution</li> <li>mandating compulsory superannuation payments for all workers</li> </ul>
Factors that influence major consumer financial decisions (e.g. price, availability and cost of finance, marketing of products, age and gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions	factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions	Moved to Year 8 – Work and Financial Decision-Making

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
Ways that businesses respond to improved economic conditions (e.g. increasing their research and development funding to create innovative products, adjusting marketing strategies to expand their market share)	No content	<p><b>The Changing World of Business</b> Ways that businesses respond to changing economic conditions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• expenditure on research and development</li> <li>• marketing strategies</li> <li>• adjusting output to reflect consumer spending</li> </ul>
The ways businesses organise themselves to improve productivity (e.g. provision of training, investment in applications of technology, use of just-in-time inventory systems)	processes that businesses use to manage the workforce and improve productivity, including the role of entrepreneurs	<p>Processes that businesses use to improve productivity</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• workforce training and development</li> <li>• investment in applications of technology</li> <li>• use of just-in-time inventory systems</li> </ul>
No content	No content	<p>The role of ethical decision-making in production and consumption</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• current ethical issues for business, such as discriminatory workplace practices and labour conditions</li> <li>• campaigns used to encourage ethical practices, such as animal rights activism and supporting fair trade</li> </ul>
The way the work environment is changing in contemporary Australia and the implication for current and future work	No content	<p>The way the work environment is changing in Australia and the implication for current and future work</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• megatrends such as demographic changes, impactful technology and economic power shifts</li> <li>• emerging workforce and employment trends such as the gig economy and casualisation of the workforce</li> </ul>

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The classification of environmental resources (renewable and non-renewable)	classification of environmental resources and the way that water connects and changes places as it moves through environments	<b>Water in the World</b> The classification of environmental resources as renewable or non-renewable
The quantity and variability of Australia's water resources compared with those in other continents	No content	The location, distribution and variability of Australia's water resources For example: <ul style="list-style-type: none"> <li>the variability of seasons and longer-term climatic variations</li> <li>types of water stores such as aquifer, river basins, dams and springs</li> </ul>
No content	the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water	
Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption) including studies drawn from Australia, and one from West Asia or North Africa	No content	Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity For example: <ul style="list-style-type: none"> <li>physical factors such as drought and economic factors such as the way in which water is used as a resource</li> <li>the ways to overcome water scarcity through recycling wastewater, stormwater harvesting and re-use and desalination</li> <li>ways to reduce demand for water through water restrictions and public awareness campaigns</li> </ul>
The factors that influence the decisions people make about where to live and their perceptions of the liveability of places	factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality	<b>Place and Liveability</b> The factors that influence the decisions people make about where to live and their perceptions of the liveability of places For example: <ul style="list-style-type: none"> <li>demographics such as age, education, income and cultural background</li> <li>cultural and historical links to the land by Aboriginal and Torres Strait Islander peoples</li> </ul>
The influence of accessibility to services and facilities on the liveability of places	the location and distribution of services and facilities, and implications for liveability of places	The influence of accessibility to services and facilities on the liveability of places For example: <ul style="list-style-type: none"> <li>services such as education and healthcare</li> <li>infrastructure allowing access to clean water and sanitation</li> <li>ways to access services and facilities, such as ability to walk or use public transport</li> </ul>
The influence of environmental quality on the liveability of places	No content	The influence of environmental quality on the liveability of places For example: <ul style="list-style-type: none"> <li>air and water quality</li> <li>proximity to oceans, rivers and open spaces</li> </ul>

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe	strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or Europe	<p>The strategies used to enhance the liveability of places for different groups in society</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• providing accessible parking, ramps and signs in braille for people living with a disability</li> <li>• improving access to the National Broadband Network for people living in rural areas to allow for use of services such as healthcare and banking</li> </ul>

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Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst)	the location and distribution of Australia’s distinctive landscapes and significant landforms	<p><b>Landforms, Landscapes and Hazards</b> The different types and spatial distribution of Australia’s distinctive landscapes and significant landforms</p> <p>For example:</p> <ul style="list-style-type: none"> <li>coastal, riverine, arid, mountain, karst landscapes such as Oondiri / the Nullabor Plain, Mawurritjiyi / the Great Sandy Desert, Katta Morda / the Darling Ranges and Palyadi Manu / the Northwest Cape</li> <li>landforms such as Purnululu / Bungle Bungles, Bula Miyel / Bluff Knoll, Nambung / the Pinnacles and Katter Kich / Wave Rock</li> </ul>
The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples	the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians	<p>The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples</p> <p>For example:</p> <ul style="list-style-type: none"> <li>the Purnululu / Bungle Bungles creation story</li> <li>the connection to Place of Whadjuk Noongar Peoples to Derbarl Yerrigan / Swan River</li> <li>the value of landscapes such as Cape le Grand National Park</li> </ul>
The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche)	the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses	<p>The causes, effects and responses to a geomorphic hazard</p> <p>For example:</p> <ul style="list-style-type: none"> <li>volcanic eruptions, earthquakes, tsunamis</li> <li>the principles of prevention, mitigation and preparedness in minimising the effects of geomorphic hazard</li> </ul>
How the effects caused by geomorphic hazards are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard)	No content	<p>How the responses to a geomorphic hazard are influenced by social, cultural and economic factors</p> <p>For example:</p> <ul style="list-style-type: none"> <li>where people choose to live</li> <li>the availability of infrastructure</li> <li>the resources to respond to a hazard</li> </ul>
The geographical processes that produce landforms, including a case study of <b>one</b> type of landform, such as mountains, volcanoes, riverine or coastal landforms	geomorphological processes that produce different landscapes and significant landforms	Removed content
How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards	No content	Removed content

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The causes and consequences of urbanisation in Australia and <b>one</b> other country from the Asia region	causes of urbanisation and its impacts on places and environments, drawing on a study from a country such as the United States of America, and its implications	<p><b>Changing Nations</b> The causes and consequences of urbanisation in Australia and <b>one</b> other country from the Asia region</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• economic and social opportunities that exist in urban areas, such as employment and sporting clubs</li> <li>• environmental challenges, such as reduced air quality or increased water consumption</li> <li>• consequences such as housing affordability and urban sprawl</li> </ul>
The reasons for, and effects of, internal migration in Australia	reasons for, and effects of, internal migration and international migration in Australia, China or other countries	<p>The reasons for, and effects of, internal migration in Australia</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• seasonal/cyclical migration, rural-to-urban and urban-to-rural migration</li> <li>• economic opportunities, such as employment in the mining industry in Western Australia</li> <li>• effects such as loss of services in regional areas, retaining skilled workers in Australia</li> </ul>
The reasons for, and effects of, international migration in Australia		<p>The reasons for, and effects of, international migration in Australia</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• push factors such as employment availability, fear of persecution and natural disasters</li> <li>• pull factors such as educational opportunities, political or religious freedom and attractive climates</li> <li>• effects such as cultural exchange, availability of support services</li> </ul>

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity	the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity	<p><b>Biomes and Food Security</b> The characteristics and spatial distribution of biomes as regions with distinctive climates, soils and vegetation</p> <p>For example:</p> <ul style="list-style-type: none"> <li>forests</li> <li>grasslands</li> <li>deserts</li> </ul>
The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation)	the effects on environments of human alteration of biomes to produce food, industrial materials and fibres	<p>The ways that humans in the production of food and fibre have altered some biomes</p> <p>For example:</p> <ul style="list-style-type: none"> <li>through vegetation clearance, introduction of exotic species, drainage, terracing, irrigation</li> <li>the wetlands of the Swan Coastal Plains have been drained for market gardening</li> <li>clearing of woodlands throughout the Southwest of Western Australia for wheat and sheep farming</li> </ul>
The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world	challenges to sustainable food production and food security in Australia and appropriate management strategies	The challenges to food production, including climate change and at least <b>one</b> other of the following: land and water degradation, shortage of fresh water, and competing land uses in Australia and the world
The effects of anticipated future population growth on global food production and security; the capacity for Australia and the world to achieve food security; the implications for agriculture, agricultural innovation and environmental sustainability	No content	The effects of world population growth on global food security; the solutions for Australia and the world to achieve food security; and the implications for environmental sustainability
The environmental, economic and technological factors that influence crop yields in Australia and across the world (e.g. climate, soils, landforms, water resources, irrigation, accessibility, labour supply, agricultural technologies)	the environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia	Removed content
The perceptions people have of place, and how this influences their connections to different places	No content	<p><b>Geographies of Interconnections</b> The perceptions people have of place, and how this influences their connections to different places</p> <p>For example:</p> <ul style="list-style-type: none"> <li>economic, cultural, historical and spiritual connections</li> <li>recognizing the Aboriginal history and continuing connection to land through dual naming of places such as Mandjoogoordap / Mandurah and Gutharraguda / Shark Bay</li> </ul>



Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The way transportation, and information and communication technologies are used to connect people to services, information and people in other places	the ways changing transportation and technologies are used to connect people to services, information and people in other places	<p>The ways transportation, and information and communication technologies (ICT) are used to connect people to services, information and people in other places</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Royal Flying Doctors providing medical and dental services to rural and remote locations</li> <li>• the use of the School of the Air to enable students in remote places to access education</li> <li>• the use of ICT to make it possible for places such as India and the Philippines to provide a range of global telecommunication services</li> </ul>
The ways that places and people are interconnected with other places through trade in goods and services, at all scales	the ways that places and people are interconnected with other places through trade in goods and services, at all scales	<p>The ways that places and people are interconnected with other places through trade in goods and services, at all scales</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• how the supply chains of a product show the interconnections of trade</li> <li>• the glocalisation of fast food and fashion</li> </ul>
The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places	the effects on places of people's travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places	<p>The effects of people's travel, recreation, cultural or leisure choices on places, and the implications for the sustainability of these places</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• how management plans for national parks, such as Kalbarri National Park, bring together cultural and scientific knowledge and experience</li> <li>• economic, social and environmental impacts of tourism such as the jobs provided in local industry, sharing of culture and stress on local environments</li> </ul>

Year 10

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments)	the human-induced changes that challenge the sustainability of places and environments	<p><b>Environmental Change and Management</b> The human-induced changes that challenge the sustainability of natural environments</p>
The environmental worldviews of people and their implications for environmental management	the environmental world views of people and their implications for environmental management	<p>The environmental worldviews of people and the custodial responsibilities of Aboriginal and Torres Strait Islander peoples, and their implications for environmental management</p> <p>For example:</p>
No content	First Nations Australians’ approaches to custodial responsibility and environmental management in different regions of Australia	<ul style="list-style-type: none"> <li>• the role of Aboriginal and Torres Strait Islander peoples’ relationships with the environment, such as cultural burning</li> <li>• conservationists’ actions to prioritise the protection of natural ecosystems</li> <li>• decisions that prioritise economic gain over environmental sustainability</li> </ul>
<p>Select one of the following types of environments as the context for a comparative study of an environmental change for Australia and one other country:</p> <ul style="list-style-type: none"> <li>• land</li> <li>• inland water</li> <li>• coast</li> <li>• marine</li> <li>• urban</li> </ul> <p>The causes and likely consequences of environmental change being investigated</p>	causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability	The causes and consequences of an environmental change at a local, national or global scale
<p>The strategies to manage the environmental change being investigated</p> <p>The application of environmental, economic and social criteria in evaluating management responses to the change being investigated</p>	causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability	The responses to manage the environmental change and the application of environmental, economic and social criteria in evaluating these management responses
The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places	the methods used to measure spatial variations in human wellbeing and development, and how these can be applied to determine differences between places at the global scale	<p><b>Geographies of Human Wellbeing</b> The methods used to measure spatial variations in human wellbeing and development</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• material and non-material indicators of wellbeing</li> <li>• per capita income</li> <li>• the UN Human Development Index</li> </ul>

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The reasons for spatial variations between countries in selected indicators of human wellbeing	reasons for, and consequences of, spatial variations in human wellbeing at a regional and national scale, drawing on studies such as from within India or another country in Asia	<p>The reasons for spatial variations between countries in selected indicators of human wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• environmental factors such as the suitability of land for agriculture, endowment of natural resources and climatic conditions</li> <li>• social factors such as culture, population sizes and impact of historical events</li> <li>• economic factors such as income inequality, employment opportunities and access to resources</li> </ul>
The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands	No content	<p>The issues affecting human wellbeing and the development of places, making a comparison between Australia and a less economically developed country</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• access to education, healthcare, employment opportunities and fresh food</li> </ul>
The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries	responses of international and national government and non-government organisations to improve human wellbeing in Australia, within India and another country in the Pacific	Removed content

Year 7

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
<p>How historians and archaeologists investigate history, including excavation and archival research</p> <p>The range of sources that can be used in an historical investigation, including archaeological and written sources</p> <p>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples</p>	<p>the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past</p>	<p><b>Deep Time History</b> Major time periods in history, including Deep Time</p> <p>For example:</p> <ul style="list-style-type: none"> <li>the difference in time spans between Deep Time, ancient, medieval and modern</li> <li>the influence of culture on people’s perceptions of time, such as time as a linear or cyclical concept</li> </ul>
<p>No content</p>	<p>how First Nations Australians are the world’s oldest continuing cultures, displaying evidence of both continuity and change over deep time</p>	<p>How Aboriginal and Torres Strait Islander peoples are the world’s oldest continuing cultures, displaying evidence of both continuity and change over Deep Time</p> <p>For example:</p> <ul style="list-style-type: none"> <li>tangible evidence such as artefacts and intangible evidence such as oral traditions</li> <li>the connection between routes shared through Songlines and modern transport networks, such as the routes across the Nullarbor Plain</li> <li>changing styles of art, such as painting, carving, weaving and dance over time</li> </ul>
<p>No content</p>	<p>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</p>	<p>The development of early innovative technologies by Aboriginal and Torres Strait Islander peoples and how they were developed in different places</p> <p>For example:</p> <ul style="list-style-type: none"> <li>astronomy and the use of stars to navigate such as the Seven Sisters Songline</li> <li>hunting tools and weapons such as boomerangs and woomeras</li> <li>engineered fish traps and weirs such as the Oyster Harbour Fish Traps by the Menang people in Kinjarling / Albany</li> </ul>
<p>No content</p>	<p>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</p>	<p>The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples</p> <p>For example:</p> <ul style="list-style-type: none"> <li>cultural heritage such as significant sites, human remains, artefacts, rock art, cultural knowledge, structures, oral traditions</li> <li>archaeological discovery of Mungo Man and Mungo Lady that provides information about ritual burial and environmental conditions 50 000 years ago</li> </ul>
<p>No content</p>	<p>theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia</p>	<p><b>No content</b> Note: these points were not adopted or adapted for Deep Time History</p>
<p>No content</p>	<p>theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent</p>	<p><b>No content</b> Note: these points were not adopted or adapted for Deep Time History</p>

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
No content	the social organisation and cultural practices of early First Nations Australians, and their continuity and change over time	<b>No content</b> Note: these points were not adopted or adapted for Deep Time History
No content	how First Nations Australians have responded to environmental processes and changes over time	<b>No content</b> Note: these points were not adopted or adapted for Deep Time History
The timeframe of the ancient civilisations The location of the ancient civilisations	No content	<b>The Ancient World (Egypt, Greece, Rome, India or China)</b> Time frame and location of the ancient civilisation
The physical features and how they influenced the civilisation that developed there	how the physical environment and geographical features influenced the development of the ancient society	How the physical environment influenced the development of the ancient society
The significant beliefs, values and practices of the ancient society, with a particular emphasis on <b>one</b> of the following areas: everyday life, warfare, or death and funerary customs	key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs	The significant beliefs, values and practices of the ancient society, in at least <b>one</b> of the following areas: everyday life, warfare, religion or death and funerary customs
The role of a significant individual in the ancient society's history	the role and achievements of a significant individual in an ancient society	The role of a significant individual in the ancient society's history
Roles of key groups in the ancient society, and the influence of law and religion	the organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society	Removed content

Year 8

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society	the roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe	<p><b>Investigating Medieval Europe (c590–1500)</b>                      The way of life in a feudal society and the roles and relationships of different groups in society</p> <p>For example:</p> <ul style="list-style-type: none"> <li>key groups in society such as nobility, knights and serfs</li> <li>how the manor system worked</li> <li>the role the Church played in society</li> </ul>
Continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce	No content	Continuity and change in society in at least <b>one</b> of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
The role of significant individuals in the medieval period (e.g. Charlemagne)  Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music	the role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe  a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe	A significant individual, event or development in the medieval period  For example: <ul style="list-style-type: none"> <li>individuals such as Joan of Arc, William the Conqueror, Charlemagne</li> <li>events such as Battle of Hastings, the Crusades</li> <li>developments such as medieval manuscripts, changing relationship between Islam and the West</li> </ul>
Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God  The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease  The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries  The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague	a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe	The causes, impacts and significance of the Black Death on European society
Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)	No content	Removed content
The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia	the social, economic, political, technological and/or environmental causes and effects of the Industrial Revolution on Europe in the late 18th and 19th century	<p><b>The Industrial Revolution (1750–1914)</b>                      The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th century</p> <p>For example:</p> <ul style="list-style-type: none"> <li>the Agrarian Revolution that led to increased agricultural production and population growth</li> <li>technological advancements including the steam engine and innovations in iron and steel production</li> <li>the accumulation of capital through trade, colonialism and the growth of financial institutions</li> </ul>

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The experiences of men, women and children during the Industrial Revolution, and their changing way of life	the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life	The different experiences of men, women and/or children during the Industrial Revolution
The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication	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	<p>The short- and long-term effects of the Industrial Revolution</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• short-term effects such as the rapid growth of urban centres, the emergence of labour movements and trade unions, and increased pollution</li> <li>• long-term effects such as technological advancements, the rise of the middle class, political reforms and the expansion of European Empires</li> </ul>

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Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
No content	the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration	<p><b>Australian History (1750–1914)</b> The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• how and why nations competed with one another for territorial control and strategic advantage</li> <li>• seeking new markets, raw materials and trading opportunities to support their economies</li> <li>• how advances in navigation, ship building, and weaponry made long distance travel and conquest more feasible</li> </ul>
No content	the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia	<p>The effects of colonisation on Aboriginal and Torres Strait Islander peoples</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• the doctrine of <i>Terra Nullius</i> providing legal justification for British colonisation of Australia without treaty or negotiation</li> <li>• Frontier Wars, such as the 1834 Pinjarra Massacre and the 1894 Battle of Windjana Gorge</li> <li>• the denial of Aboriginal rights enshrined through legislation such as the <i>Aborigines Act 1905</i> (Western Australia) and the <i>Immigration Restriction Act 1901</i> (White Australia Policy)</li> </ul>
No content	significant events, ideas, people, groups and movements in the development of Australian society	<p>Significant individuals and events in the development of Australian society during the time period</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• the establishment of the Australian penal colony in 1788 and the start of the Gold Rush in 1851</li> <li>• conflict including the Frontier Wars, the Rum Rebellion and the Eureka Stockade</li> <li>• individuals such as Arthur Phillip, Elizabeth and John Macarthur, and Catherine Helen Spence</li> </ul>
No content	different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and values	<p>Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander resistance fighters such as Yagan, Jandamarra, Truganini and Pemulwuy</li> <li>• colonisers such as free settlers and squatters</li> <li>• Chinese miners on the goldfields, such as the Lambing Flats Riots</li> </ul>
The important features of the modern period (1750–1918) including technological change, Imperialism and Nationalism	No content	Removed content



Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The causes of World War I and the reasons that men enlisted to fight in the war	the causes of the First World War and the reasons why Australians enlisted to fight in the war	<p><b>Investigating World War I</b> The causes of World War I and the reasons why people enlisted to fight in the war for Australia</p> <p>For example:</p> <ul style="list-style-type: none"> <li>causes such as militarism, alliances, imperialism, nationalism</li> <li>reasons to enlist such as patriotism, a sense of adventure or duty, employment, peer pressure or social expectations, belief in the cause</li> </ul>
The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign	<p>the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East</p> <p>significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice</p>	The places where people from Australia fought, including the Gallipoli campaign and the Western Front, and the types of warfare during World War I
The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate	the effects of the First World War on Australian society, such as the role of women, political debates about conscription, relationships with the British Empire, and the experiences of returned soldiers	The impacts of World War I on the Home Front including at least <b>two</b> of the following: the use of propaganda, the role of women, political debates about conscription, relationships with the British Empire, the experiences of returned soldiers including Aboriginal and Torres Strait Islander peoples
The commemoration of World War I, including debates about the nature and significance of the ANZAC legend	the commemoration of the First World War, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war	The commemoration of World War I, including debates about the nature and significance of the Anzac legend

## Year 10

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
The causes and course of World War II	the causes, outbreak and course of the Second World War and the significance of Australian involvement	<b>Investigating World War II</b> The causes of World War II, including the Treaty of Versailles  For example: <ul style="list-style-type: none"> <li>the impact of measures included in the Treaty of Versailles</li> <li>the rise of totalitarian regimes in Germany, Italy and Japan</li> <li>the failed policy of appeasement</li> </ul>
The experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore	the places where Australians fought, and their perspectives and experiences during the Second World War, such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and Kokoda	The experiences of service personnel from Australia during World War II, including at least one of the following: prisoners of war, North Africa, Kokoda and the fall of Singapore
The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (e.g. conscription, manpower controls, rationing, censorship)	the effects of the Second World War, with a particular emphasis on the continuities and changes on the Australian home front, such as the changing roles of women and First Nations Australians, and the use of wartime government controls	The impact of World War II on the Home Front, including at least one of the following: the bombing of Darwin, the changing roles of women and use of wartime government controls
An examination of significant events of World War II, including the Holocaust and use of the atomic bomb	the significant events and turning points of the Second World War, including the Holocaust and use of the atomic bomb	Significant events of World War II, including the Holocaust and use of the atomic bomb
The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression	No content	Removed content
The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration	the origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration	<b>Investigating Rights and Freedoms (1945–present)</b> The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration
The background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations	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	The causes of Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations  For example: <ul style="list-style-type: none"> <li>the <i>Aborigines Act 1905</i> (Western Australia)</li> </ul>
The significance of one of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; <i>Bringing Them Home Report (the Stolen Generations)</i> ; the Apology	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	The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change  For example: <ul style="list-style-type: none"> <li>referendums such as those held in 1967 and 2023</li> <li>direct action such as the 1946 Pilbara Strike, Freedom Rides and the Tent Embassy in Canberra</li> <li>development of legislation such as the <i>Commonwealth Electoral Act 1962</i> and the Mabo High Court decision/<i>Native Title Act 1993</i></li> </ul>

Current Western Australian Curriculum	Australian Curriculum v9	Proposed Western Australian Curriculum
No content	the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women	<p>The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and women or migrants</p> <p>For example:</p> <ul style="list-style-type: none"> <li>the importance of truth-telling and historical acceptance of injustices such as the <i>Bringing Them Home</i> report (the Stolen Generations)</li> <li>the challenges and opportunities following the Voice Referendum</li> <li><i>Racial Discrimination Act 1975</i></li> </ul>
Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle	the contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians and the extent to which they brought change to Australian society	Removed content
The US civil rights movement and its influence on Australia	No content	Removed content

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## Strand: Humanities and Social Sciences skills

### Years 7–8

#### Sub-strand: Questioning and researching

Current Western Australian Curriculum	Proposed Western Australian Curriculum
Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives	Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives
Construct a range of questions, propositions and/or hypotheses	Construct a range of questions, propositions and/or hypotheses
Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork	Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork
Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs)	Select the best method for recording selected information and/or data For example: <ul style="list-style-type: none"> <li>• graphic organisers, such as structured overviews for classifying or mind maps, for identifying relationships and overviews</li> <li>• fieldwork, such as sketch drawings, a list of observable features and photographs</li> </ul>
Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopaedia)	Identify differences in terms of origin and purpose between primary sources and secondary sources For example: <ul style="list-style-type: none"> <li>• primary sources such as cartoons, speeches and artefacts</li> <li>• secondary sources such as reference books, websites and documentaries</li> </ul>
Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people’s information)	Use appropriate ethical protocols to plan and conduct an inquiry For example: <ul style="list-style-type: none"> <li>• seek permission to use personal photos</li> <li>• seek permission when planning a visit to Aboriginal cultural land</li> <li>• use specific formats for acknowledging other people’s information</li> </ul>

#### Sub-strand: Analysing

Current Western Australian Curriculum	Proposed Western Australian Curriculum
Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question	Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question
Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map)	Interpret information and/or data to identify key relationships and/or trends displayed in various formats For example: <ul style="list-style-type: none"> <li>• change over time in a series of images</li> <li>• identify spatial distributions from a map</li> </ul>
Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines)	Identify points of view and perspectives, attitudes and/or values in information and/or data For example: <ul style="list-style-type: none"> <li>• from tables, statistics, graphs, models, cartoons, maps or timelines</li> </ul>

Current Western Australian Curriculum	Proposed Western Australian Curriculum
Translate information and/or data from one format to another (e.g. from a table to a graph)	Translate information and/or data from one format to another For example: <ul style="list-style-type: none"> <li>from a table to a graph</li> </ul>
Apply subject-specific skills and concepts in familiar and new situations	Apply subject-specific skills and concepts in familiar and new situations

### Sub-strand: Evaluating

Current Western Australian Curriculum	Proposed Western Australian Curriculum
Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships	Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

### Sub-strand: Communicating and reflecting

Current Western Australian Curriculum	Proposed Western Australian Curriculum
Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers)	Represent information and/or data using appropriate formats to suit audience and purpose For example: <ul style="list-style-type: none"> <li>tables/graphs, visual displays, models, timelines, maps, other graphic organisers</li> </ul>
Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources	Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources
Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena	Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena

## Years 9–10

### Sub-strand: Questioning and researching

Current Western Australian Curriculum	Proposed Western Australian Curriculum
Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others	Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others
Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives	Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives
Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation	Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation
Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies	Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed with and without the use of digital and spatial technologies  For example: <ul style="list-style-type: none"> <li>• collection methods such as questionnaires, surveys</li> <li>• records of information such as tables, field sketches, annotated diagrams</li> </ul>
Identify the origin, purpose and context of primary sources and/or secondary sources	Identify the origin, purpose and context of primary sources and/or secondary sources  For example: <ul style="list-style-type: none"> <li>• primary sources such as cartoons, speeches and artefacts</li> <li>• secondary sources such as reference books, websites and documentaries</li> </ul>
Use appropriate ethical protocols, including specific formats for acknowledging other people’s information and understand that these formats vary between organisations	Use appropriate ethical protocols, including specific formats for acknowledging other people’s information and understand that these formats vary between organisations

## Sub-strand: Analysing

Current Western Australian Curriculum	Proposed Western Australian Curriculum
Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources	Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources
Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time)	Analyse information and/or data in different formats For example: <ul style="list-style-type: none"> <li>• cause and effect relationships</li> <li>• comparisons</li> <li>• change over time</li> </ul>
Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)	Account for different interpretations and points of view/perspectives in information and/or data For example: <ul style="list-style-type: none"> <li>• data representations such as tables, statistics, graphs</li> <li>• visual representations such as cartoons, maps, timelines, models</li> <li>• text representations such as newspapers</li> </ul>
Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)	Analyse the 'big picture' For example: <ul style="list-style-type: none"> <li>• put information and/or data into different contexts</li> <li>• reconstruct information by identifying new relationships</li> <li>• identify missing viewpoints or gaps in knowledge</li> </ul>
Apply subject-specific skills and concepts in familiar, new and hypothetical situations	Apply subject-specific skills and concepts in familiar, new and hypothetical situations

## Sub-strand: Evaluating

Current Western Australian Curriculum	Proposed Western Australian Curriculum
Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena	Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena
Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes	Critically evaluate information and/or data and ideas from a range of sources For example: <ul style="list-style-type: none"> <li>• to make generalisations and inferences</li> <li>• to propose explanations for patterns, trends, relationships and anomalies</li> <li>• to predict outcomes</li> </ul>

## Sub-strand: Communicating and reflecting

Current Western Australian Curriculum	Proposed Western Australian Curriculum
Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate	Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate
Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values)	Reflect on why all findings are tentative For example: <ul style="list-style-type: none"> <li>• the changing nature of knowledge</li> <li>• changes in circumstances</li> <li>• changes in values</li> </ul>
Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments	Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments
Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts	Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts
Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories)	Compare evidence to substantiate judgements For example: <ul style="list-style-type: none"> <li>• use information and/or data from different places or times</li> <li>• use tables, graphs, models, theories</li> </ul>
Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action	Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action