



Western Australian Curriculum

Humanities and Social Sciences

Proposed Year Level Descriptions | Years 7–10

Draft for consultation | Not for implementation

Acknowledgement of Country

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

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DRAFT

Overview

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

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

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

Guide to reading this document

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

Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>In Year 7, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.</p> <p>Students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.</p> <p>An understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how specialisation and entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in</p>	<p>Civics and Citizenship</p> <p>In Year 7, students study the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> • How is Australia's system of democratic government shaped by the Constitution? • What principles of justice help to protect the individual's rights to justice in Australia's system of law? • How do features of Australian democracy and the legal system uphold and enact democratic values? • How is Australia a diverse society and what factors contribute to a cohesive society? 	<p>In Year 7, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>In the early adolescence phase of schooling, students continue to develop their understanding of important concepts and begin to develop concerns about wider issues. They assume increased responsibility and engage in important decision making within the class and school to support students' growing independence and collaborative skills. Exploration of alternative ideas, perspectives and world views allow students to see themselves as active participants in their own continuing development and that of their society.</p> <p>Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.</p> <p>Students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are</p>

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<p>relation to local community or global issues where appropriate.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own place. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.</p> <p>Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.</p>	<p>Economics and Business</p> <p>The focus of learning in Year 7 is the topic "individuals, businesses and entrepreneurs" within a personal, community and national context.</p> <p>In Year 7, students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> • How and why are economic decisions made to allocate limited resources to meet unlimited needs and wants in the Australian economy? • What are the different types of businesses that provide goods and/or services? • What is entrepreneurship and how do entrepreneurial characteristics contribute to the success of a business? • Why do individuals contribute to their community and how do they derive an income? 	<p>further developed through a focus on Australia's legal system.</p> <p>An understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how innovation and entrepreneurial behaviour contributes to business success. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own place. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.</p> <p>Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about Deep Time History and the world's oldest continuous cultures, and how we know about the development of ancient societies.</p>

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	<ul style="list-style-type: none"> • Why do consumers and businesses have both rights and responsibilities? <p>Geography The Year 7 curriculum involves the study of 2 sub-strands.</p> <p>Water in the world – focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships. It is suggested that the study of this topic draws on studies from Australia and countries in Asia.</p> <p>Place and liveability – focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed. It is suggested that study of this topic draws on studies from Australia and countries in Europe.</p> <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The</p>	

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	<p>following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • What approaches can be used to improve the availability of resources and access to services? • How does people’s reliance on places and environments influence their perception of them? • What effect does the uneven distribution of resources and services have on the lives of people? <p>History The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China.</p> <p>An overview of the study of the ancient world's earliest societies requires students to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of</p>	

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	<p>time, and the ways different cultures, including First Nations Australians, identify and represent time.</p> <p>In Year 7, students are expected to study the sub-strand <i>Deep time history of Australia</i> and at least one of the topics from <i>The ancient world</i> sub-strand. <i>The ancient world</i> sub-strand topics are:</p> <ul style="list-style-type: none"> • Greece • Rome • Egypt • India • China. <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • How do we know about the ancient past? • Why, where and when did the earliest societies develop? • What emerged as the distinctive features of societies of early First Nations Peoples of Australia? • What emerged as the defining features and achievements of ancient societies? • What have been the significant legacies of ancient societies? 	

Year 8

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<p>In Year 8, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.</p> <p>The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for</p>	<p>Civics and Citizenship</p> <p>In Year 8, students understand how citizens can actively participate in Australia’s political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship.</p> <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> • What is the role and impact of elections and political parties in Australian democracy? • How can citizens shape and influence Australia’s political system? • How are laws made and applied in Australia? • What different perspectives are there about national identity? <p>Economics and Business</p> <p>The focus of learning in Year 8 is the topic "Australian markets" within a national context.</p> <p>Students investigate a range of factors that influence decision-making by individuals and business. These</p>	<p>In Year 8, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>In the early adolescence phase of schooling, students continue to develop their understanding of important concepts and begin to develop concerns about wider issues. They assume increased responsibility and engage in important decision making within the class and school to support students’ growing independence and collaborative skills. Exploration of alternative ideas, perspectives and world views allow students to see themselves as active participants in their own continuing development and that of their society.</p> <p>Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy.</p> <p>The concept of markets is introduced to further develop students’ understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the</p>

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<p>the concepts to also be considered in relation to local community, or global, issues where appropriate.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.</p> <p>Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.</p>	<p>include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work.</p> <p>Students also examine the influences on decision-making within consumer and financial contexts through a focus on the role of Australia’s system of taxation, particularly in relation to spending by individuals and businesses, support for the common good, and the importance of goal-setting, budgeting and planning.</p> <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> • How do markets influence decision-making about the allocation of resources to the production of goods and services? • How do businesses develop or adapt to opportunities in the market and changes in the workplace? • What is the role of Australia’s taxation system and how does it support individuals and business? • Why are financial planning and budgeting important processes for individuals and businesses? 	<p>influences on the way people work now and explore the factors that influence people’s financial decision making. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.</p> <p>Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period into the modern period, c. 650 AD (CE) – 1914. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of conflict, revolution and technological advancement.</p>

	<p>Geography The Year 8 curriculum involves the study of 2 sub-strands.</p> <p>Landforms and landscapes – focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia’s distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.</p> <p>It is suggested that the study of this topic draws on studies from Australia and countries in Asia.</p> <p>Changing nations – focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia’s urban areas is managed.</p> <p>It is suggested that the study of this topic draws on studies from Australia, the United States of America and a country in Asia.</p> <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The</p>	
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	<p>following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • How do environmental and human processes affect the characteristics of places and environments? • How do the interconnections between places, people and environments affect the lives of people? • What are the consequences of changes to places and environments, and how can these changes be managed? <p>History The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.</p> <p>An overview of the study of the periods that led to the emergence of the modern world requires students to develop an understanding of the context and chronology to the end of the ancient world, particularly in Europe, as well as the broad patterns of historical continuity and change over this time. This includes being introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam. It also includes an</p>	

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	<p>understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period.</p> <p>In Year 8, students are expected to study at least one topic from the sub-strand <i>Medieval Europe and the early modern world</i> and at least one topic from either of the other 2 sub-strands, <i>Empires and expansions</i> and <i>Asia-Pacific world</i>.</p> <p>The <i>Medieval Europe and the early modern world</i> sub-strand topics are:</p> <ul style="list-style-type: none"> • Medieval Europe (c.590–c.1500) • The Renaissance (c.1400–c.1600) • The emergence of the modern world (c.1500–1650) <p>The <i>Empires and expansions</i> sub-strand topics are:</p> <ul style="list-style-type: none"> • Mongol Empire (c.1206–c.1368) • Ottoman Empire (c.1299–c.1683) • Vikings (c.790–c.1066) • The Spanish conquest of the Americas (c.1492–c.1572) <p>The <i>Asia-Pacific world</i> sub-strand topics are:</p> <ul style="list-style-type: none"> • Angkor/Khmer Empire (c.802–c.1431) • Japan under the Shoguns (c.794–1867) 	

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	<ul style="list-style-type: none"> • Polynesian expansion across the Pacific (c.700–1756) <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • How did societies change from the end of the ancient period to the beginning of the modern age? • What key beliefs and values emerged, and how did they influence societies? • What were the causes and effects of contact between societies in this period? • What were the perspectives of people from the time? • Which significant people, groups and ideas from this period have influenced and shaped the world today? • How and why have historians interpreted this period differently? 	

Year 9

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<p>In Year 9, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.</p> <p>Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy.</p>	<p>Civics and Citizenship</p> <p>In Year 9, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> • What are the influences that shape change in the operation of Australia's political and legal systems? • How does Australia's court system work in support of a democratic and just society? • How do citizens participate in an interconnected world? <p>Economics and Business</p> <p>The focus of learning in Year 9 is the topic "international trade and interdependence" within a global context, including trade with the countries of Asia.</p>	<p>In Year 9, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>In the middle adolescence phase of schooling, students understand that different ways of working and thinking have developed over time for particular reasons, and are encouraged to see the interconnections between diverse fields of human endeavour. They build on their understanding of important concepts and continue to develop their understanding of the complexity of the natural environment, social issues and the impact of technological advances. Students consider how the relationship between knowledge, technology and values influences their own role within society.</p> <p>Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system</p>

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<p>The roles and responsibilities of the participants in the changing Australian and global workplace are explored.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.</p> <p>Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.</p>	<p>Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.</p> <p>Students focus on consumer and financial risks and rewards. They examine the influence of Australia’s financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples’ lives and choices.</p> <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> • Why does Australia trade with other nations? • How do participants in the global economy interact? • What is the role of the financial sector in the Australian economy? • How does creating and maintaining a competitive advantage benefit businesses? • What processes can be used to manage financial risks and rewards? 	<p>and the way citizens' decisions are shaped during an election campaign. Students investigate how Australia's court system works in support of a democratic and just society.</p> <p>Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored. Students develop an understanding of the risks and rewards involved in investing money and explore ways to protect themselves from threats to their financial wellbeing.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full</p>

	<p>Geography The Year 9 curriculum involves the study of 2 sub-strands.</p> <p>Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.</p> <p>It is suggested that the study of this topic draws on studies from Australia and countries in Asia.</p> <p>Geographies of interconnections – focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.</p> <p>It is suggested that the study of this topic draws on studies from Australia and other countries.</p> <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The</p>	<p>range of scales, from local to global, and in a range of locations.</p> <p>Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of Australia’s colonial history between 1750 and 1914. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.</p>
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	<p>following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • What are the causes and consequences of change in places and environments, and how can this change be managed? • What are the future implications of changes to places and environments? • Why are interconnections and interdependencies important for the future of places and environments? <p>History The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.</p> <p>An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of peoples within and between countries, and the impact this had on the</p>	

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	<p>Australian continent. This includes being introduced to the significant economic, social and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.</p> <p>In Year 9, students are expected to study the sub-strand <i>Making and transforming the Australian nation (1750–1914)</i> and the sub-strand <i>First World War (1914–1918)</i>. <i>The Industrial Revolution and movement of peoples (1750–1900)</i> and the <i>Asia and the World (1750–1914)</i> sub-strands may be studied as options.</p> <p><i>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</i></p> <ul style="list-style-type: none"> • <i>What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918?</i> • <i>What were the causes, developments, significance and long-term effects of imperialism in this period?</i> • <i>What were the causes and significance of First World War?</i> • <i>What were the perspectives of different people at the time?</i> <p><i>What are the contested debates and reasons for different historical interpretations?</i></p>	

Year 10

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<p>In Year 10 Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire in to the values and practices that enable a resilient democracy to be sustained.</p> <p>Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of</p>	<p>Civics and Citizenship</p> <p>In Year 10, students compare Australia's federal system of government with another system of government in a country in Asia. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia, and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> • How is Australia's democracy defined and shaped by the global context? • How are government policies shaped by Australia's international legal obligations? • What are the functions of the High Court of Australia and how does it protect rights under the Constitution? • What are the features of a resilient democracy? 	<p>In Year 10 Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>In the middle adolescence phase of schooling, students understand that different ways of working and thinking have developed over time for particular reasons, and are encouraged to see the interconnections between diverse fields of human endeavour. They build on their understanding of important concepts and continue to develop their understanding of the complexity of the natural environment, social issues and the impact of technological advances. Students consider how the relationship between knowledge, technology and values influences their own role within society.</p> <p>Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its</p>

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<p>governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.</p> <p>Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.</p>	<ul style="list-style-type: none"> How does Australia respond to emerging global issues? <p>Economics and Business</p> <p>The focus of learning in Year 10 is the topic "productivity, growth and living standards" within a national context.</p> <p>Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce.</p> <p>Australia's superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> What processes do governments use to manage economic decision-making? How does the government intervene in the economy to improve economic performance and living standards? 	<p>international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.</p> <p>Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.</p> <p>Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the</p>

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	<ul style="list-style-type: none"> • Why is a continuing focus on workforce efficiency and productivity important for the success of business? • How does Australia’s superannuation system support human wellbeing, a prosperous economy and the common good? • What factors influence decision-making within consumer and financial contexts, and how are participants impacted? <p>Geography The Year 10 curriculum involves the study of 2 sub-strands.</p> <p>Environmental change and management – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.</p> <p>It is suggested that the study of this topic draws on studies from within Australia, and other countries.</p> <p>Geographies of human wellbeing – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in</p>	<p>modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.</p>

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	<p>measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.</p> <p>It is suggested that the study of this topic draws on studies from within Australia, India and another country in Asia or the Pacific.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • How can the spatial variation between places and changes in environments be explained? • What management options exist for sustaining human and natural systems into the future? • How do world views influence decisions on how to manage environmental and social change? <p>History</p> <p>The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia's social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for</p>	

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	<p>understanding Australia’s development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.</p> <p>An overview of the study of the modern world and Australia requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1918, such as significant events and ideas during the inter-war years between the First World War and the Second World War, including the Great Depression, and developments post the Second World War, including Cold War international relations. It also involves understanding related historical themes of the post-Second World War world and how they relate to Australia, such as the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia's migrant experience.</p> <p>In Year 10, students are expected to study at least 2 sub-strands: the Second World War and Building Modern Australia. The globalising world is a sub-strand that may be studied as an option.</p> <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p>	

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	<ul style="list-style-type: none"> • How did the nature of global conflict change across the 20th century? • What were the causes and consequences of the Second World War? How did these consequences shape the modern world? • How was Australian society affected by other significant global events and changes in this period? • What were the perspectives of people at the time? How did these perspectives change? <p>What are the contested debates and reasons for different historical interpretations?</p>	

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