



Western Australian Curriculum

Humanities and Social Sciences

Scope and sequence of the mandated curriculum content

Pre-primary–Year 10 | For implementation in 2026

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 Western Australian Curriculum: Humanities and Social Sciences has been adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

The document is organised by two Humanities and Social Sciences strands: Knowledge and understanding and Humanities and Social Sciences skills.

The Knowledge and understanding strand includes: Civics and Citizenship; Economics and Business; Geography; and History.

The Humanities and Social Sciences skills includes: Questioning and researching; Analysing; Evaluating; and Communicating and reflecting.

The table below outlines the learning area organisation for the Pre-primary to Year 10 Humanities and Social Sciences curriculum.

| Knowledge and understanding | | | |
|--------------------------------------|--------------------------------------|----------------------------------|--------------------------------|
| Civics and Citizenship Years 3–10 | Economics and Business Years 5–10 | Geography Pre-primary–Year 10 | History Pre-primary–Year 10 |

| Humanities and Social Sciences skills | | | |
|---------------------------------------|-----------|------------|------------------------------|
| Questioning and researching | Analysing | Evaluating | Communicating and reflecting |

Pre-primary–Year 6

Strand: Knowledge and understanding

Sub-strand: Civics and Citizenship

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------|--------|--------|--|---|--|--|
| This sequence starts at Year 3 | | | <p>Communities Who makes rules, why rules are important in the school and/or local community, and the consequences of rules not being followed</p> <p>Why people participate in community groups, and how students can actively participate and contribute to their local community</p> | <p>Government and society The roles of local government and how members of the community use and contribute to local services</p> <p>The differences between rules and laws and why laws are important</p> <p>People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity</p> | <p>Roles, responsibilities and participation The key values and features of Australia’s democracy and the electoral process</p> <p>The roles and responsibilities of electors and representatives</p> <p>How regulations and laws affect the lives of citizens</p> <p>How citizens with shared beliefs and values work together to achieve a civic goal</p> | <p>Australia’s system of government and citizenship The key institutions of Australia’s democratic system of government based on the Westminster system, including the monarchy, parliaments and courts</p> <p>The roles and responsibilities of the three levels of government</p> <p>How laws are initiated and passed through the federal parliament</p> |

Sub-strand: Economics and Business

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--------|--------|--------|--------|--|--|
| | | | | | <p>This sequence starts at Year 5</p> <p>Wants, resources and choices The difference between needs and wants, and how they may differ between individuals</p> <p>Resources can be natural, human or capital, and how these are used sustainably to make goods and services to satisfy the needs and wants of present and future generations</p> <p>Due to scarcity, choices need to be made about the use of limited resources and how the alternative use of resources results in the need to consider trade-offs</p> | <p>Impacts of consumer and financial decisions The impact consumer purchasing decisions can have on a family, the broader community and the environment</p> <p>Businesses provide goods and services in different ways to earn revenue</p> <p>Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices</p> |

Sub-strand: Geography

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|---|---|---|---|
| <p>People live in places</p> <p>The globe as a representation of the Earth on which Australia and other countries can be located</p> <p>The location of familiar places on a map</p> <p>The places people live in and belong to, the reasons places are special or important to people and their significance to Aboriginal and Torres Strait Islander peoples</p> | <p>Places have distinctive features</p> <p>The location of the Equator and the Northern and Southern Hemispheres, including the poles</p> <p>The location of local places and their natural, managed and constructed features</p> <p>How places change and how they can be cared for by different groups, including Aboriginal and Torres Strait Islander peoples</p> | <p>People are connected to many places</p> <p>The location of the major geographical divisions of the world in relation to Australia</p> <p>How people and places interconnect across Australia, Asia and the world</p> <p>The ways in which Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, the names and meanings given to local features and places</p> | <p>Places are both similar and different</p> <p>The location of Australian states, territories, capital cities and major regional centres of Western Australia</p> <p>The location and identifying attributes of Australia's major natural features</p> <p>How language groups of Australia's Aboriginal and Torres Strait Islander peoples divide their Country/Place and how this compares to the surveyed boundaries of Australian states and territories</p> | <p>The Earth's environment sustains all life</p> <p>The main characteristics of the continents of Africa and Europe, and the location of their major countries in relation to Australia</p> <p>The importance of environments to animals and people, and the different views on how they can be protected</p> <p>Sustainable use and management of renewable and non-renewable resources</p> | <p>Factors that shape the environmental characteristics of places</p> <p>The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia</p> <p>The way people alter the environmental characteristics of Australian places</p> <p>The impact of bushfires, droughts, cyclones, floods or other weather events on environments and communities, and how people can respond</p> | <p>A diverse and connected world</p> <p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p>The world's cultural diversity, including that of its First Nations peoples who live in different regions in the world</p> <p>Australia's connection with countries and how these connections change people and places</p> |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--------|---|--|--------|--------|--------|
| | | How places can be defined on a variety of geographical scales | The location of Australia's neighbouring countries and the similarities and differences in natural and human characteristics | | | |

Sub-strand: History

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|---|--|---|
| <p>Personal and family histories</p> <p>The different structures of families, the people in their family, their culture, where they were born and raised, and how they are connected to each other</p> <p>The celebrations and commemorations of significant</p> | <p>Present and past family life</p> <p>The diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time</p> <p>How the present, past and future are represented by terms indicating time as well as by</p> | <p>The past in the present</p> <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p> <p>The importance today of a historical site or place and why it has heritage significance and</p> | <p>Communities and remembrance</p> <p>One important example of change and one important example of continuity over time in the local community, region or state/territory</p> <p>The role that different cultural groups have played in the development and character of</p> | <p>First contacts</p> <p>The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place and their pre-contact ways of life</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to</p> | <p>Australian colonies</p> <p>The economic, political and social reasons for establishing British colonies in Australia after 1800</p> <p>The patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of</p> | <p>Australia as a nation</p> <p>Key figures, ideas and events that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government</p> <p>Changes in Australia's political</p> |

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|---|--|--|
| <p>events shared with their families and others</p> <p>How the stories of families and the past can be communicated and passed down through generations and how the stories may differ, depending on who is telling them</p> | <p>dates and changes that may have personal significance</p> <p>The differences and similarities between children’s daily lives and life during their parents’ and grandparents’ childhoods and how daily lives have changed</p> | <p>cultural values for present generations</p> <p>The impact of changing technology on people’s lives and how the technology of the past differs from the technology used today</p> | <p>the local community compared with development in another community</p> <p>Significant events, symbols and emblems that are important to Australia’s shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia</p> | <p>Australia, and their experiences following arrival</p> <p>The nature of contact between Aboriginal and Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people’s lives</p> <p>The journey of one world navigator, explorer or trader up to the late 18th century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania</p> | <p>the different inhabitants</p> <p>The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions</p> | <p>system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children</p> <p>Stories of groups of people who migrated to Australia, including from one Asian country, the reasons they migrated and their contributions to society</p> |

Strand: Humanities and Social Sciences skills

Sub-strand: Questioning and researching

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|--------|--------|--------|
| <p>Share prior knowledge about a topic</p> <p>Pose and respond to natural curiosities about known objects, people, places and events</p> <p>Sort and record information and/or data into simple categories</p> | <p>Reflect on current understanding of a topic</p> <p>Pose and respond to reflective questions about objects, people, places and events in the past and present</p> <p>Locate information from a variety of provided sources</p> <p>Sort and record selected information and/or data</p> | <p>Identify current understanding of a topic</p> <p>Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p>Recognise the ethical protocols that exist when gathering information and/or data</p> | <p>Identify current understandings, consider possible misconceptions and identify personal views on a topic</p> <p>Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>Record selected information and/or data using a variety of methods</p> <p>Use ethical protocols when gathering information and/or data</p> | | | |

Sub-strand: Analysing

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------|---|--------|--|--------|---|--------|
| Explore points of view | Process information and/or data collected Explore and discuss points of view | | Use criteria for selecting relevant information Interpret information and/or data collected Identify different points of view in information and/or data | | Develop and use criteria to determine the relevancy of information Analyse information and/or data collected Identify different perspectives in information and/or data | |

Sub-strand: Evaluating

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--------|--|--------|--|--------|
| Draw conclusions based on discussions and/or observations Participate in decision-making processes | Draw conclusions based on information and/or data Participate in decision-making processes | | Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps Use decision-making processes | | Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps Use decision-making processes, including the use of criteria to assess the possible effects | |

Sub-strand: Communicating and reflecting

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--------|--|--------|---|--------|
| <p>Share observations and ideas, using everyday language</p> <p>Reflect on and assess learning and thinking</p> | <p>Present findings in a range of communication forms, using relevant terms</p> <p>Reflect on learning and respond to findings</p> | | <p>Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p> <p>Reflect on learning and act on findings in different ways</p> | | <p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p> <p>Reflect on learning, identify new understandings and act on findings in different ways</p> | |

Years 7–10

Strand: Knowledge and understanding

Sub-strand: Civics and Citizenship

| Year 7 | Year 8 | Year 9 | Year 10 |
|--|--|---|--|
| <p>Australian Constitution The purpose and value of the Australian Constitution</p> | <p>Freedom and democracy The freedoms that enable active participation in Australia’s democracy within the bounds of the law, including freedom of speech, association, assembly, religion and movement</p> | <p>Shaping voter decisions The role of political parties and independent representatives in Australia’s system of government</p> | <p>Protecting democracy The key features and values of Australia’s system of government compared with another system of government in the Asia–Pacific region</p> |
| <p>The three branches of government, including the legislature, the executive and the judiciary</p> | <p>The election process and how government is formed</p> | <p>How citizens’ choices are shaped at election time</p> | <p>The threats to Australia’s democracy and other democracies</p> |
| <p>The different roles of the House of Representatives and the Senate in Australia’s bicameral parliament</p> | <p>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</p> | <p>How social media and other emerging technologies are used to influence people’s understanding of political issues</p> | <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>The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum</p> | <p>Law and order How statute law is made in Australia through parliaments</p> | <p>How young people can participate in and contribute to civic life in Australia and as a global citizen</p> | <p>The role of the High Court, including interpreting the Constitution</p> |

| Year 7 | Year 8 | Year 9 | Year 10 |
|---|---|--|---|
| <p>Australia’s legal system How Australia’s legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof and right to a fair trial</p> | <p>How common law is made in Australia through the courts</p> | <p>Australian court system The key features and jurisdictions of Australia’s court system, and the operations of courts</p> | <p>Australia as a global citizen Australia’s roles and responsibilities at a global level</p> |
| <p>The role of courts, judges, lawyers and court officials in trials</p> | <p>The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander peoples’ customary law</p> | <p>The key principles of Australia’s justice system, including equality before the law, independent judiciary and right of appeal</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>How citizens participate in providing justice through their roles as witnesses and jurors</p> | <p>Young people’s rights and responsibilities when interacting with law enforcement</p> | <p>The factors that can undermine the application of the principles of justice</p> | |

Sub-strand: Economics and Business

| Year 7 | Year 8 | Year 9 | Year 10 |
|--|---|---|---|
| <p>Consumers and businesses Why opportunity cost exists when decisions are made to allocate limited resources to meet unlimited needs and wants</p> | <p>Australia's mixed market economy The way markets in Australia influence decisions about the allocation of resources to the production of goods and services</p> | <p>Australia in the global economy The interdependence of households, businesses, and the financial, government and overseas sectors using the five-sector circular flow model</p> | <p>Economic performance and living standards How the business cycle model shows changes in economic activity over time</p> |
| <p>The interdependence between households and businesses using the two-sector circular flow model</p> | <p>How the demand and supply model shows the interactions between consumers and businesses</p> | <p>Who Australia trades with; what they trade; and the reasons for this trade, including specialisation</p> | <p>Indicators of economic performance and how Australia's economy is performing, including the economic growth rate, unemployment rate and inflation rate</p> |
| <p>How businesses respond to the changing tastes and preferences of consumers</p> | <p>Australia's system of taxation and why the government collects taxation revenue</p> | <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>The links between economic performance and living standards and the variations that exist within Australia</p> |
| <p>How businesses set prices for a product and how they might adjust the price according to changes in demand</p> | <p>How the government is involved in the market by providing some types of goods and services that are not sufficiently supplied by the market</p> | <p>Opportunities, risks and rewards How businesses seek to create and maintain a competitive advantage in a global and/or domestic market</p> | <p>The distribution of income and wealth in the economy and the ways in which governments can redistribute income</p> |

| Year 7 | Year 8 | Year 9 | Year 10 |
|---|--|---|---|
| <p>Innovation and enterprise Different types of business ownership</p> | <p>Work and financial decision-making The reasons individuals work; the types of work they are involved in; and how they may derive an income</p> | <p>How Aboriginal and Torres Strait Islander businesses develop opportunities in the market</p> | <p>The ways that governments influence the economy to improve economic performance and living standards, and to manage the effects of externalities</p> |
| <p>The concept of innovation and the ways businesses identify and respond to business opportunities</p> | <p>Factors that influence major consumer and financial decisions</p> | <p>Why and how individuals manage financial investment risks and rewards</p> | <p>The changing world of business Ways that businesses respond to changing economic conditions</p> |
| <p>The characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses</p> | <p>Ways that individuals plan and budget to achieve short-term and long-term financial goals</p> | <p>The ways consumers can practise personal financial safety</p> | <p>Processes that businesses use to improve productivity</p> |
| | <p>The rights and responsibilities of consumers and businesses in Australia</p> | | <p>The role of ethical decision-making in production and consumption</p> |
| | | | <p>The way the work environment is changing in Australia and the implications for current and future work</p> |

Sub-strand: Geography

| Year 7 | Year 8 | Year 9 | Year 10 |
|---|--|--|--|
| <p>Water in Australia The classification of environmental resources as renewable or non-renewable</p> | <p>Landforms, landscapes and hazards The different types and spatial distribution of Australia’s distinctive landscapes and significant landforms</p> | <p>Biomes and food security The characteristics and spatial distribution of biomes as regions with distinctive climates, soils and vegetation</p> | <p>Environmental change and management The human-induced changes that challenge the sustainability of natural environments</p> |
| <p>The location, distribution and variability of Australia’s water resources</p> | <p>The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples</p> | <p>The ways that humans in the production of food and fibre have altered some biomes</p> | <p>The environmental world views of people, including Aboriginal and Torres Strait Islander peoples’ approaches to custodial responsibilities, and their implications for environmental management</p> |
| <p>Water scarcity and what causes it; why it is a problem; and ways of overcoming water scarcity</p> | <p>The causes, spatial distribution, impacts and responses to a geomorphic hazard</p> | <p>The challenges to food production, including climate change and at least one other of the following: land and water degradation, shortage of fresh water, competing land uses in Australia and the world</p> | <p>The causes and consequences of one environmental change at a local, national or global scale</p> |
| <p>Place and liveability The factors that influence the decisions people make about where to live and their perceptions of the liveability of places</p> | <p>How the impacts of a geomorphic hazard are influenced by social, cultural and economic factors</p> | <p>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</p> | <p>The responses to manage the environmental change and the application of environmental, economic and social criteria in evaluating these management responses</p> |

| Year 7 | Year 8 | Year 9 | Year 10 |
|--|---|--|---|
| The influence of accessibility to services and facilities on the liveability of places | Changing nations The causes and consequences of urbanisation in Australia and one other country from the Asia region | Geographies of interconnections The perceptions people have of place and how this influences their connections to different places | Geographies of human wellbeing The methods used to measure spatial variations in human wellbeing and development |
| The influence of environmental quality on the liveability of places | The reasons for, and effects of, internal migration in Australia | The ways transportation and digital technologies are used to connect people to services, information and people in other places | The reasons for spatial variations between Australia and one less economically developed country in selected indicators of human wellbeing |
| The strategies used to enhance the liveability of places for different groups in society | The reasons for, and effects of, international migration in Australia | The ways that places and people are interconnected with other places through trade in goods and services, at different scales | The issues affecting human wellbeing and development in Australia and one less economically developed country |
| | | The effects of people’s travel, recreation, cultural or leisure choices on places, and the implications for the sustainability of these places | The role of international and national government and non-government organisations’ initiatives in improving human wellbeing in Australia and other countries |

Sub-strand: History

| Year 7 | Year 8 | Year 9 | Year 10 |
|---|---|--|--|
| <p>Deep Time History of Australia Major time periods in history, including Deep Time History of Australia</p> | <p>Investigating medieval Europe The way of life in a feudal society and the roles and relationships of different groups in society</p> | <p>Australian history (1750–1914) The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries</p> | <p>Investigating World War II The causes of World War II</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>Continuity and change in society in at least one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce</p> | <p>The effects of colonisation on Aboriginal and Torres Strait Islander peoples</p> | <p>The experiences of service personnel from Australia during World War II, including at least one of the following: prisoners of war, the North Africa Campaign, Kokoda, the fall of Singapore</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>A significant individual, event or development in the medieval period</p> | <p>Significant individuals and events in the development of Australian society during the time period</p> | <p>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, the use of wartime government controls</p> |
| <p>The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples</p> | <p>The transformation of the medieval world to the early modern world, including the causes, impacts and significance of at least one of the following on European society: the Black Death, scientific advancement, cultural and intellectual revival</p> | <p>Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers</p> | <p>Significant events of World War II, including the Holocaust and use of the atomic bomb</p> |

| Year 7 | Year 8 | Year 9 | Year 10 |
|---|---|---|--|
| <p>The ancient world (Egypt, Greece, Rome, India or China) Time frame and location of the ancient civilisation</p> | <p>Industrial Revolution (1750–1914) The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th centuries</p> | <p>Investigating World War I The causes of World War I and the reasons why people enlisted to fight in the war for Australia</p> | <p>Investigating rights and freedoms The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration</p> |
| <p>How the physical environment influenced the development of the ancient society</p> | <p>The different experiences of men, women and/or children during the Industrial Revolution</p> | <p>The places where people from Australia fought, including Gallipoli and the Western Front, and the types of warfare during World War I</p> | <p>The background to Aboriginal and Torres Strait Islander peoples’ campaigns for rights and freedoms before 1965</p> |
| <p>The significant beliefs, values and practices of the ancient society in at least one of the following areas: everyday life, warfare, religion, death and funerary customs</p> | <p>The short- and long-term effects of the Industrial Revolution</p> | <p>The impacts of World War I on the home front, including at least two 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</p> | <p>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</p> |
| <p>The role of a significant individual in the ancient society’s history</p> | | <p>The commemoration of World War I, including debates about the nature and significance of the Anzac legend</p> | <p>The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and one other group</p> |

Strand: Humanities and Social Sciences skills

Sub-strand: Questioning and researching

| Year 7 | Year 8 | Year 9 | Year 10 |
|---|--------|--|---------|
| Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives | | Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others | |
| Construct a range of questions, propositions and/or hypotheses | | Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives | |
| 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 | | Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation | |
| Select the best method for recording selected information and/or data | | 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 | |
| Identify differences in terms of origin and purpose between primary sources and secondary sources | | Identify the origin, purpose and context of primary sources and/or secondary sources | |
| Use appropriate ethical protocols to plan and conduct an inquiry | | Use appropriate ethical protocols, including specific formats for acknowledging information produced by others and understand that these formats vary between organisations | |

Sub-strand: Analysing

| Year 7 | Year 8 | Year 9 | Year 10 |
|---|--------|--|---------|
| Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question | | Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources | |
| Interpret information and/or data to identify key relationships and/or trends displayed in various formats | | Analyse information and/or data in different formats | |
| Identify points of view and perspectives, attitudes and/or values in information and/or data | | Account for different interpretations and points of view/perspectives in information and/or data | |
| Translate information and/or data from one format to another | | Analyse the 'big picture' | |
| Apply subject-specific skills and concepts in familiar and new situations | | Apply subject-specific skills and concepts in familiar, new and hypothetical situations | |

Sub-strand: Evaluating

| Year 7 | Year 8 | Year 9 | Year 10 |
|--|--------|--|---------|
| 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, 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 | |

Sub-strand: Communicating and reflecting

| Year 7 | Year 8 | Year 9 | Year 10 |
|---|--------|---|---------|
| Represent information and/or data using appropriate formats to suit audience and purpose | | Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate | |
| 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 why all findings are tentative | |
| Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena | | Develop texts, particularly 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 | |
| | | Compare evidence to substantiate judgements | |
| | | 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 | |