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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 8 SyllabusTest

[Download Curriculum as PDF](#)

Year Level Description

Overview

Rationale

Aims

Organisation

Key Concepts and Skills

Student Diversity

Ways of Teaching


Ways of Teaching Video

Ways of Assessing

General Capabilities


Cross-Curriculum Priorities


Glossary


 [Humanities & Social Sciences Scope and Sequence !\[\]\(f822cba4d3f2ea10b4ad95c475f0f631_img.jpg\)](#)

 [Humanities & Social Sciences Scope and Sequence !\[\]\(9ab0e0ed3a1c2d865b438a931465ce60_img.jpg\)](#)

 [Humanities & Social Sciences Additional Content !\[\]\(fe5cf1978663f480c504f8fc2019fe62_img.jpg\)](#)

 [EAL/D Humanities and Social Sciences Pre-primary to Year 10 !\[\]\(2a30f8f4aa91bd6e751eede05a6a74ad_img.jpg\)](#)

 [ABLEWA Humanities and Social Sciences Scope and Sequence !\[\]\(bbad87fcdf5285698c00ff2227464bf2_img.jpg\)](#)

 [ABLEWA Humanities and Social Sciences Scope and Sequence !\[\]\(1fa16a73daf7b68de7d1700d4a6bc818_img.jpg\)](#)

Year 8 Syllak

Year Level Descri

In Year 8, Humaniti
Economics and Bus

Students develop ir
which includes que
reflecting. They app
phenomena, both h

Students continue t
Westminster syste
in Australia and ho
of citizens, and ho
Students explore th

The concept of mar
the concepts of inte
markets work and t
businesses, consum
students consider t
people will work in
opportunities for th
or global, issues wh

The concepts of pla
change continue to
opportunity to inqu
change in the distri

Filters



Show/Hide Curriculum

- Year level descriptors
- Content Descriptions
- Achievements Standards
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Year Levels

- Select All

Strands

- Select All
- Humanities and Social Sciences skills
- Knowledge and understanding

General Capabilities

- Select All
- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking

range of places and
and in a range of lo

Students develop th
evidence, continuity
significance and co
context of the end o
650 AD (CE) - 1750
values emerged, ar
period.

Knowledge and

CIVICS AND CITIZENSHIP

Democracy and la

The freedoms that
participation in Aus
within the bounds c
freedom of speech,
assembly, religion a
([ACHCK061](#))

- Personal and social
- Ethical understand

How citizens can pa
Australia's democra
the electoral system

✔ Personal and social capability

✔ Ethical understanding

✔ Intercultural understanding

elected representational groups and direct a

🎯 Critical and creativ

👥 Personal and socia

⚖️ Ethical understand

How laws are made through parliament ([ACHCK063](#))

🎯 Critical and creativ

👥 Personal and socia

⚖️ Ethical understand

How laws are made through the courts ([ACHCK063](#))

🎯 Critical and creativ

👥 Personal and socia

⚖️ Ethical understand

The types of law in criminal law, civil la
Aboriginal and Torr
customary law ([ACI](#))

👥 Personal and socia

⚖️ Ethical understand

 Intercultural understand

Different perspectives on national identity, in and Torres Strait Islands and what it means for them
([ACHCK066](#))

 Critical and creative

 Personal and social

 Ethical understand

 Intercultural understand

ECONOMICS AND BUSINESS

Participation and marketplace

The way markets operate and how the interactions between buyers and sellers influence and how markets allocate resources (how to answer the questions of what to produce and for whom)
([ACHEK027](#))

 Critical and creative

 Ethical understand

How the government

market, such as price of goods and services being provided for a market (e.g. health

🎯 Critical and creative

⚖️ Ethical understanding

The rights and responsibilities of consumers and businesses (ACHEK029)

👤 Personal and social

⚖️ Ethical understanding

Types of businesses: partnership, corporation (franchise) and the responsibilities of businesses in Australia (ACHEK030)

🎯 Critical and creative

⚖️ Ethical understanding

Influences on the world (e.g. technological change, labour in the global market, communication changes) that might affect work (ACHEK031)

 Critical and creative

GEOGRAPHY

Landforms and la

The different types
Australia and their
features (e.g. coast
mountain, karst) ([A](#))

 Numeracy

The spiritual, cultur
value of landscapes
people, including Ab
Strait Islander Peop

 Numeracy

 Critical and creative

 Intercultural under

The geographical p
produce landforms,
study of **one** type c
mountains, volcano
coastal landforms (

 Numeracy

The causes, spatial
impacts and respor

geomorphic hazard
eruption, earthquake
landslide, avalanche

 Numeracy

 Critical and creative

How the effects of
hazards are influenced
cultural and economic
where people choose
the available infrastructure
resources to prepare
hazard) ([ACHGK053](#))

 Numeracy

 Critical and creative

How the application of
prevention, mitigation
preparedness minimise
effects of geomorphic
([ACHGK053](#))

 Numeracy

 Critical and creative

Changing nations

The causes and consequences
of urbanisation in Australia

country from the Asia-Pacific region
([ACHGK054](#))

 Numeracy

 Critical and creative thinking

 Intercultural understanding

The reasons for, and the impact of, international migration in Australia
([ACHGK057](#))

 Critical and creative thinking

The reasons for, and the impact of, international migration in Australia
([ACHGK058](#))

 Critical and creative thinking

HISTORY

The ancient to the modern world

Overview

- Key features of the ancient world (feudalism, trade, discovery, contact with the East)
([ACOKH009](#))

 Intercultural understanding

Depth study 1: In medieval Europe

The way of life in m
social, cultural, eco
features) and the r
relationships of diff
society ([ACDSEH00](#)

 Critical and creativ

 Personal and socia

 Ethical understand

 Intercultural under:

Significant develop
cultural achieveme
changing relations
the West (including
architecture, medie
music ([ACDSEH050](#)

 Critical and creativ

 Intercultural under:

Continuity and char
of the following are
punishment; militar
systems; towns, cit
([ACDSEH051](#))

 Critical and creativ

 Intercultural under:

The role of significant medieval period (e. [\(ACDSEH052\)](#))

🎯 Critical and creativ

🌐 Intercultural under

Depth study 2: In Black Death in As Africa (14th centi

Living conditions ar the 14th century, ir expectancy, medica beliefs about the pe [\(ACDSEH015\)](#)

🎯 Critical and creativ

⚖️ Ethical understand

🌐 Intercultural under

The role of expandi Europe and Asia du Death, including the of the disease [\(ACD](#)

🎯 Critical and creativ

🌐 Intercultural under

The causes and syr Death and the resp

groups in society to
disease, such as the
monasteries ([ACDS](#)

🌀 Critical and creativ

🌀 Intercultural under

The effects of the B
Asian, European an
populations, and co
about the impact of
([ACDSEH071](#))

🌀 Critical and creativ

➡ Ethical understand

🌀 Intercultural under

Achievement st

At Standard, studer
to select, collect an
They develop criter
sources for a purpo
purpose, and distin
and/or data to iden
to sequence events
translate informati
unfamiliar situation

contexts. Students
audience and purpose
terminology and con
acknowledge source

Students explain the
system and describe
They apply aspects
underpin Australia's

Students explain how
interdependence of
involvement in the
and respond to each

Students describe the
how places are perceived
and human characteristics
geographical challenges
factors. Students describe
people and places,
scale.

Students explain the
of the Black Death,
explain the significance
the beliefs and values

In Year 8, Humanities and Social Sciences consists of Civics and

Students develop increasing independence in critical thinking and analysing, evaluating, communicating and reflecting. They apply these skills to phenomena, both historical and contemporary.

Students continue to build on their understanding of the concept of law. They investigate the types of law in Australia and how they are citizens, and how Australians can actively participate in their democratic processes. They explore Australian identity.

The concept of markets is introduced to further develop students' understanding of economic choices and allocation. They consider how markets work and the roles of businesses, consumers and governments. They explore work and work in the future, and how people work now and consider how people will work in the future. They explore opportunities for the concepts to also be considered in relation to the future.

The concepts of place, space, environment, interconnection, sustainability and change are explored and provide students with the opportunity to inquire into change in the distribution of populations. They apply this understanding to a range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts such as cause and effect, perspectives, empathy, significance and contestability. They explore the end of the ancient period to the beginning of the modern period, what changed, what key beliefs and values emerged, and the causes of these changes.

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