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Kindergarten to Year 10

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# Year 9 SyllabusTest

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**Year Level Description**

## Overview

Rationale

Aims

Organisation

Key Concepts and Skills

Student Diversity

Ways of Teaching



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General Capabilities



Cross-Curriculum Priorities


Glossary



 Humanities & Social Sciences Scope and Sequence 

 Humanities & Social Sciences Scope and Sequence 

 Humanities & Social Sciences Additional Content 

 EAL/D Humanities and Social Sciences Pre-primary to Year 10 

 ABLEWA Humanities and Social Sciences Scope and Sequence 

 ABLEWA Humanities and Social Sciences Scope and Sequence 

# Year 9 Syllabus

## Year Level Description

In Year 9, Humanities, Economics and Business

Students develop inquiry skills which includes questioning, reflecting. They apply their knowledge to real world phenomena, both historical and contemporary.

Students continue to explore the Westminster system of government, examine the role of the media and how they are shaped during a crisis. They investigate how Australian society is shaped.

Students are introduced to further their understanding of interdependence, a relationship between consumers and other countries, through the economy. The roles of Australian and globalisation.

The concepts of planning and change continue to be an opportunity to improve the environment and to

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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

connected to places:  
wide range of place  
global, and in a ran

Students develop th  
evidence, continuity  
significance and co  
context of the maki  
new ideas and tech  
the significance of 1

## Knowledge and

### CIVICS AND CITIZENSHI

### **Our democratic ri**

The role of political  
independent repres  
Australia's system c  
including the forma  
([ACHCK075](#))

Ethical understand

How citizens' choic  
election time (e.g. p  
media, opinion poll:  
interest groups, pol  
campaigns) ([ACHCK](#)

✔ Personal and social capability

✔ Ethical understanding

✔ Intercultural understanding

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🎯 Critical and creativ

🚩 Ethical understand

How social media is  
people's understand  
([ACHCK076](#))

🎯 Critical and creativ

🚩 Ethical understand

The key features of  
system and the role  
court (e.g. a super  
magistrates' court,  
Australia) and the t  
different courts hea

🚩 Ethical understand

How courts apply a  
resolve disputes, ar  
through judgments  
precedents) ([ACHC](#)

🚩 Ethical understand

The key principles c  
system, including e  
law, independent ju  
appeal ([ACHCK078](#))

⚖️ Ethical understand

The factors that can impact the application of the principle (e.g. bribery, coercion, pressure by media, court orders) ([ACHCK078](#))

🎯 Critical and creative thinking

👥 Personal and social responsibility

⚖️ Ethical understand

## ECONOMICS AND BUSINESS

### **Australia and the world**

The role of the key sectors in the Australian economy and the impact of consumers, producers, government and international trade ([ACHEK038](#))

🌐 Intercultural understanding

Australia's interdependence with other economies, such as trade links with other countries, and the global economy, and the goods and services traded ([ACHEK038](#))

🎯 Critical and creative thinking

🌐 Intercultural understanding

Why and how partic  
economy are deper  
including the activit  
corporations in the  
the impact of globa  
Australian economy

🌀 Critical and creativ

↔ Ethical understand

Why and how peop  
risks and rewards in  
Australian and glob  
landscape, such as  
investment types (A

🌀 Critical and creativ

👥 Personal and socia

↔ Ethical understand

The ways consume  
themselves from ris  
scams and identity

🌀 Critical and creativ

👥 Personal and socia

↔ Ethical understand

The nature of innov  
businesses seek to

a competitive advantage including the global context ([ACHEK041](#))

 Critical and creative thinking

 Ethical understanding

The way the work environment is changing in contemporary times and the implications for future work ([ACHEK041](#))

 Personal and social capability

 Ethical understanding

## GEOGRAPHY

### **Biomes and food**

The distribution and characteristics of biomes as regions with distinct climates, soils, vegetation and productivity ([ACHG041](#))

 Numeracy

 Critical and creative thinking

The ways that human activities have altered some biomes and the impact of vegetation clearing on the environment

terracing, irrigation

 Numeracy

 Critical and creativ

The environmental, technological factors affecting crop yields in Australia and the world (e.g. climate, water resources, irrigation accessibility, labour technologies) ([ACHGK12](#))

 Numeracy

 Critical and creativ

The challenges to food security in Australia and the world, including land and water scarcity, shortage of fresh water, changing land uses, and climate change in Australia and the world

 Numeracy

 Critical and creativ

 Ethical understand

The effects of anticipated population growth on food production and security for Australia and the world



food security; the ir  
agriculture, agricult  
environmental sust  
([ACHGK064](#))

 Numeracy

 Critical and creativ

 Ethical understand

## **Geographies of ir**

The perceptions pe  
and how this influen  
connections to diffe  
([ACHGK065](#))


 Numeracy

 Critical and creativ

 Personal and socia

 Intercultural under

The way transporta  
information and cor  
technologies are us  
people to services,  
people in other plac

 Information and Co  
Technology (ICT) capa

 Critical and creativ

The ways that places are interconnected with each other through trade in goods and services on all scales ([ACHGK001](#))

🌐 Critical and creative thinking

The effects of people on places, and the effects of places on people, and the future of these places

📊 Numeracy

🌐 Critical and creative thinking

🌐 Intercultural understanding

## HISTORY

### **The making of the modern world**

Overview:

- The important features of the modern period (including technology, Imperialism and Globalisation)

### **Depth study 1: In the Age of the Industrial Revolution**

The technological innovations that led to the Industrial Revolution

conditions that influenced the industrialisation of agriculture (agricultural revolution), the discovery of new materials, wealthy landowners, and the growth of a new labour force (transport system, expanding empire) ([ACDSEH017](#))

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

The population movement and changing settlement patterns during the Industrial Revolution

 Numeracy

 Critical and creative thinking

The experiences of children during the Industrial Revolution, and the impact on their lives ([ACDSEH081](#))

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

The short-term and long-term impacts of the Industrial Revolution

global changes in la  
and communication

 Critical and creativ

 Intercultural under

## **Depth study 2: In War I (1914-1918**

The causes of World  
reasons that men e  
the war ([ACDSEH02](#)

 Critical and creativ

 Personal and socia

 Ethical understand

The places where A  
and the nature of w  
War I, including the  
([ACDSEH095](#))

 Numeracy

 Critical and creativ

 Personal and socia

 Ethical understand

 Intercultural under

The impact of World  
particular emphasis  
as the use of propa

the civilian population  
role of women and  
debate ([ACDSEH09](#))

 Critical and creativ

 Personal and socia

 Ethical understand

The commemorative  
including debates a  
significance of the ,  
([ACDSEH097](#))

 Critical and creativ

 Personal and socia

 Ethical understand

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## Achievement st

At Standard, studer  
cause and effect, p  
of methods to selec  
multiple sources. W  
purpose, and draw  
compare different p  
Students analyse ir  
relationships and/or  
using information a

action in response to  
appropriate to the t  
specific terminology  
support conclusions

Students describe s  
electoral system in  
and how the courts  
the threats to these

Students explain th  
identifying Australia  
the exchange of go  
rewards that result  
innovations and cha  
work environment.

Students explain th  
and the interconnec  
the cause and effec  
people, places and  
inferences about th  
places and environi

Students explain th  
over both the short  
evidence to explain  
motives and action:

In Year 9, Humanities and Social Sciences consists of Civics and  
Students develop increasing independence in critical thinking and  
analysing, evaluating, communicating and reflecting. They apply  
phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of  
justice and participation. They examine the role of key players  
during an election campaign and how a government is formed.  
support of a democratic and just society.

Students are introduced to the concepts of specialisation and trade  
concepts of scarcity, making choices, interdependence, and allocation  
consumers, businesses and government, both within Australia and  
resources in a global economy. The roles and responsibilities of  
are explored.

The concepts of place, space, environment, interconnection, and  
thinking, which provides students with an opportunity to inquire  
environment and to explore how people, through their choices  
Students apply this understanding to a wide range of places and  
and in a range of locations.

Students develop their historical understanding through key concepts  
effect, perspectives, empathy, significance and contestability. They  
the making of the modern world from 1750 to 1918. They consider  
to change in this period, and the significance of World War I.

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