



Western Australian Curriculum

Humanities and Social Sciences

Achievement standards | Pre-primary–Year 10
(Provisional)

For familiarisation in 2025

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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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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Overview

An Achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The Achievement standard describes an expected level that the majority of students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the Achievement standard; others will need additional support.

The Achievement standards for the Humanities and Social Sciences curriculum are provisional and will be validated once teachers have had the time to become familiar with the teaching and assessment of the revised curriculum.

Pre-primary

By the end of the year:

Children pose and respond to questions, and recognise that there is a variety of sources from which information can be collected. They use simple categories to organise information and sequence familiar events. Children represent information in different ways and begin to draw simple conclusions. They share observations and ideas when participating in the decision-making process. Children develop simple oral texts, and reflect on what they have learnt using language, gesture and other non-verbal modes.

Children recognise that countries, such as Australia, and familiar places, are represented on a globe or a map. They describe the features of places that are familiar to them. Children identify the interconnections that people have with familiar places and recognise why some places are special. They identify similarities between families and suggest ways that families communicate and commemorate significant stories and events from the past.

Year 1

By the end of the year:

Children pose questions, locate, sort and record collected information and/or data from provided sources. They process relevant information and/or data by categorising, sequencing events and exploring points of view, and use this information to draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Children share their findings in a range of ways, using some relevant terms. They reflect on what they have learnt using oral and/or written forms.

Children categorise the natural, managed and constructed features of places. They describe how the features of places can be cared for and changed over time and they locate the equator and the northern and southern hemispheres. Children describe how families have changed or remained the same over time. They describe how daily lives change over generations, and consider the personal significance of events in the present, past and future.

Year 2

By the end of the year:

Children pose questions, locate, sort and record collected information and/or data from provided sources. They process relevant information and/or data by categorising, sequencing events and exploring points of view, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Children share their findings in a range of ways using some relevant terms. They reflect on what they have learnt using oral and/or written forms.

Children locate major geographical divisions of the world, and describe places at a variety of scales. They identify the factors that influence people's connections with others in different places, and describe the interconnections between people and places. Children identify people, sites and parts of the natural environment in their local community that reveal information about the past, and those that have significance today. They identify examples of how technology has changed and its impact on people's lives.

Year 3

By the end of the year:

Students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms, and reflect on these findings to propose an action.

Students identify the importance of rules and the democratic processes that groups follow when making decisions. They describe how people participate in community groups and identify the benefits to both the individual and the community.

Students map and locate various boundaries and natural features that define Australia. They describe the diverse characteristics of Australia's neighbouring countries, identify simple interconnections between people and places, and describe how people's perceptions of places are influenced.

Students describe an example of continuity and change over time in a given area. They identify the contribution of different cultural groups on a community. Students identify the ways people in Australia, and around the world, acknowledge days and events that have historical significance.

Year 4

By the end of the year:

Students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They use given decision-making processes to draw simple conclusions and provide explanations based on information and/or data. Students present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. They reflect on findings to propose an action.

Students identify the role of local government in the community, and recognise that people's identity can be shaped through participation in a community group. They distinguish between rules and laws and identify that rights and responsibilities are important in maintaining social cohesion.

Students identify the location of Africa and Europe, and their major countries, in relation to Australia. They identify the main characteristics of their natural environments and describe the importance of the interconnections between people, plants and animals at the local to global scale. Students recognise that people have different views on the sustainable use of natural resources and describe how they can be managed and protected.

Students describe the connection that Aboriginal and Torres Strait Islander peoples have to Country/Place and identify the impact of contact on the First Nations peoples of Australia, and around the world, as a result of exploration and colonisation. They identify the significance of past events in bringing about change and describe the experiences of an individual or a group over time. Students explain how and why life changed in the past and identify aspects of the past that have remained the same.

Year 5

By the end of the year:

Students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms, including some subject-specific terminology and concepts. Students reflect on findings to refine their learning.

Students identify the key features of Australia's democracy, describe the electoral process, and explain the significance of laws. They describe how participation in groups can benefit the community.

Students identify the imbalance between wants and resources, and the impact of scarcity on resource allocation.

Students identify the location of North America and South America and their major countries, in relation to Australia. They describe the characteristics of places, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge.

Students identify the cause and effect of change on Australia's colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony.

Year 6

By the end of the year:

Students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms, including some subject-specific terminology and concepts. They reflect on findings to refine their learning.

Students recognise that Australia's democracy is based on the Westminster system, and describe the roles and responsibilities of each level of government and how laws are made.

Students identify the different ways businesses organise the provision of goods and services. They identify the factors that influence consumer decisions when making choices, and the consequences of those choices for businesses and the consumer.

Students identify the location of Asia and its major countries, in relation to Australia. They recognise the geographical and cultural diversity of places, by describing the physical and human characteristics of specific places, at the local to global scale. Students identify that people, places and environments are interconnected and describe how these interconnections lead to change.

Students explain the significance of an individual, group or event on the Federation of Australia, and identify ideas and/or influences of other systems on the development of Australia as a nation. They describe continuity and change in relation to Australia's democracy and citizenship. Students compare experiences of migration and describe the cause and effect of change on society.

Year 7

By the end of the year:

Students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

Students describe how democracy in Australia is shaped by the Commonwealth Constitution. They describe the operation of Australia's federal structure of government and the role of parliament, within the Westminster system. Students identify rights and responsibilities of being a participant in the legal system and describe how the legal system aims to provide justice.

Students describe how the price of goods and services results from interdependence between consumers and businesses, as a consequence of making choices. They describe how innovation and entrepreneurial behaviour provide benefits to individuals and the wider community.

Students describe the changes caused by interconnections between people, places and natural environments, and the alternative strategies used to manage the changes. They describe the features of liveable places, and how and/or why places are perceived and valued differently.

Students describe the ways that history can be examined, through archaeological, historical, and cultural evidence. They identify past events and developments that have been interpreted in different ways, and suggest reasons for change and continuity over time.

Year 8

By the end of the year:

Students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

Students explain the types of laws and how laws are made within the Westminster system. They apply aspects of democracy, describe the rights and responsibilities of participants in the process, and explain the freedoms that underpin Australia's democratic values.

Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market. They identify how individuals earn an income, and methods used to achieve financial goals.

Students describe different landforms and landscapes, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geomorphic challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

Students explain the feudal system in Medieval Europe and describe patterns of change and continuity over the time period. They explain the significance of individuals, groups, events and developments, and how they were influenced by the beliefs and values of the time period. They explain the factors that led to the Industrial Revolution and the effects that this had on Europe and the world.

Year 9

By the end of the year:

Students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe some ways individuals and political parties participate within the electoral system in Australia's democracy and how their voting preferences can be shaped by external influences. They describe Australia's court system and how the courts resolve disputes. Students identify the principles of justice and the threats to these principles.

Students explain the interdependence between Australia and other economies by identifying Australia's trading partners and describe how specialisation results in the exchange of goods and services between countries. They describe the risks and rewards that result from making consumer and financial choices.

Students explain the spatial variation and characteristics of biomes and the interconnections between people, places and environments. They identify the cause and effect of these interconnections, and predict possible implications for people, places and natural environments, now and in the future. Students make inferences about the spatial outcomes of the interconnections between people, places and environments.

Students explain the different experiences of Australia's colonial history, and the causes and effects of World War I over both the short and long term, including its significance. Students use evidence to explain patterns of change and continuity over time and identify the motives and actions of the individuals and groups at that time.

Year 10

By the end of the year:

Students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe key features of the Westminster system and Australia's democratic values. They make comparisons between Australia's democracy and the political system of one other country. Students identify the international agreements Australia has ratified, and make connections between these agreements and the rights and responsibilities of citizens. They explain how Australia's democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia's democratic system.

Students use economic indicators to analyse the economic performance of the Australian economy. They describe how government policy is used to manage the economy and improve economic performance and living standards, including the redistribution of income and wealth. Students describe how businesses respond to changing economic conditions, and the processes that businesses can use to improve productivity. They explain the challenges of ethical decision-making in business, and the future implications of changes to the working environment.

Students describe how the places in which people live influence their wellbeing and opportunities. They describe the interconnections between people and natural environments, and compare how the characteristics of places and natural environments can be influenced, changed and managed by people over time. Students predict the consequences of the changes, and describe the alternate views on strategies to sustainably manage a geographical challenge.

Students identify the causes and effects of World War II and the development of people's rights and freedoms, describing their significance from a range of perspectives. They refer to key events, the actions of individuals and groups, and beliefs and values, to explain patterns of change and continuity over time. Students describe different interpretations of the past, and identify the evidence used to support these interpretations.