The Australian
Curriculum

Learning areas	Humanities and Social Sciences
Subjects	HASS,History,Geography,Civics and Citizenship,Economics and Business
Year levels	Year 10

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Year 10 Content Descriptions

Historical Knowledge and Understanding

Overview of the modern world and Australia

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period (1918 to the present) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.
Overview content for the Modern World and Australia includes the following:

the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
(ACOKFH018 - Scootle ↗)

continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping
(ACOKFH021 - Scootle ↗)

the major movements for rights and freedom in the world and the achievement of independence by former colonies
(ACOKFH022 - Scootle ↗)

the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War
(ACOKFH023 - Scootle ↗)

developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability
(ACOKFH024 - Scootle ↗)

World War II (1939-45)

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

Overview of the causes and course of World War II
(ACDSEH024 - Scootle ↗)

Elaborations

outlining the contributing factors of World War II (for example, the outcomes of the Treaty of Versailles and the League of Nations; the rise of Hitler and Japan's imperial ambitions)

identifying key events in the European theatre of war (for example, Germany's invasion of Poland in 1939; the Holocaust 1942–1945; the Russians reaching Berlin in 1945)

identifying key events in the Asia-Pacific theatre of war (for example, the Japanese attack on Pearl Harbor in 1941; the fall of Singapore in 1942; the American victory at the Battle of Midway in 1942)
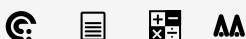
Examination of significant events of World War II, including the Holocaust and use of the atomic bomb
(ACDSEH107 - Scootle ↗)

Elaborations

investigating the scale and significance of the Holocaust, using primary sources

explaining the race to build the atomic bomb (by Germany, Japan, the US) and why the atomic bombs were dropped on Hiroshima and Nagasaki
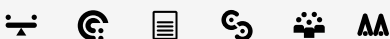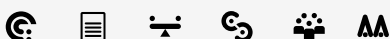
Experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore)
(ACDSEH108 - Scootle ↗)

Elaborations

explaining the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and helped foster the Anzac legend
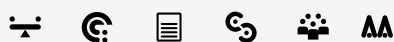
The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship)
(ACDSEH109 - Scootle ↗)

Elaborations

investigating the impact of World War II at a local and national level (for example, significant events such as the bombing of Darwin; the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast; the 'Battle of Brisbane'; the Cowra breakout and the Brisbane Line)

The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia
(ACDSEH110 - Scootle ↗)

Elaborations

evaluating the impact of World War II on the emergence of the United States as a major world power and on Australia's alliance with the US (for example, the threat of Japan)

**Rights and freedoms (1945 – the present)**

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration
(ACDSEH023 - Scootle ↗)

Elaborations

describing the drafting of the Universal Declaration of Human Rights and the contribution of Australia's HV Evatt
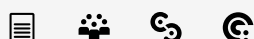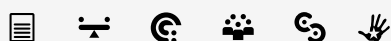
Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations
(ACDSEH104 - Scootle ↗)

Elaborations

describing accounts of the past experiences of Aboriginal and Torres Strait Islander people who were forcibly removed from their families
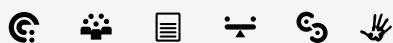
The US civil rights movement and its influence on Australia
(ACDSEH105 - Scootle ↗)

Elaborations

outlining the Freedom Rides in the US, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Aboriginal and Torres Strait Islander Peoples' struggle for rights and freedoms

The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology
(ACDSEH106 - Scootle ↗)

Elaborations

describing the aims, tactics and outcomes of a particular event in the Aboriginal and Torres Strait Islander Peoples' struggle for rights and freedoms

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle
(ACDSEH134 - Scootle ↗)

Elaborations

investigating the role of Charles Perkins in the Freedom Ride of 1965 and the efficacy of television in bringing the struggle for rights and freedoms to national attention

The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007)
(ACDSEH143 - Scootle ↗)

Elaborations

identifying areas (for example, education, health, work) that are the focus for continued civil rights action for Aboriginal and Torres Strait Islander Peoples

investigating the legacy of children's experiences in 'care' (their placement in orphanages, Children's

Homes, foster care and other forms of out-of-home care), and the significance of the United Nations Convention on the Rights of the Child (1990)

The globalising world

Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study ONE of these electives: Popular culture or Migration experiences or The environment movement.

Popular culture (1945 – present)

The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027 - Scootle ↗)

Elaborations

identifying sports that were popular in Australia such as football, horse racing, cricket

Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121 - Scootle ↗)

Elaborations

investigating America's cultural influence, as seen in the arrival of television for the Melbourne Olympics (1956) and Bill Haley's Australian tour (1957)

comparing and contrasting views on the values and beliefs of rock'n'roll, film and television across time, age and gender (for example, issues of conservatism and rebellion, the challenge to established ideas and national identity)

Changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122 - Scootle ↗)

Elaborations

identifying American and Asian influences on Australian popular culture since World War II (for example, through mainstream and Hollywood and Bollywood films)

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Australia's contribution to international popular culture (music, film, television, sport) (ACDSEH123 - Scootle ↗)

👥   ⌬   ◉

Elaborations

investigating the changing contribution of the Australian rock'n'roll, film and television industries to Australian culture and identity through the development and export of music, film and television, for example the Easybeats from Sydney and Go-Betweens from Brisbane, *Crocodile Dundee* (1986)

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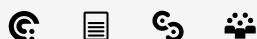
Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149 - Scootle ↗)

⚖   ◉   ⌬

Elaborations

describing significant examples of continuity and change in beliefs and values, such as democratic ideals, religious beliefs, egalitarianism

⚖   ◉   👥   ▤   ⌬

Migration experiences (1945 – present)

The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144 - Scootle ↗)

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Elaborations

investigating the nature of the waves of migration such as the countries that were the source of migrants, the numbers of migrants from those countries, and trends in migration since World War II such as increasing migration from the Asian region to Australia

▤   🔢   ◉   ⌬   👥   ⋀⋀

The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145 - Scootle ↗)

⌬   🔢   ◉   ⚖   👥

Elaborations

describing the main features of a government policy that affected migration to Australia, such as the *Immigration Restriction Act 1901* and use of the dictation test to restrict the immigration of non-Europeans

⌬   ▤   ⚖   ◉   👥

explaining the reasons for changes in government policy (for example, the influence of White Australia ideology at the time of the introduction of the *Immigration Restriction Act 1901*; the Displaced Persons Scheme in the aftermath of World War II)

The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146 - Scootle ⬀)

Elaborations

describing the impact of the Vietnam war on Vietnam and how the communist victory in Vietnam (1975) resulted in the arrival of refugees into Australia

The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147 - Scootle ⬀)

Elaborations

investigating policies of multiculturalism since the 1970s and the concepts of cultural heritage and assimilation

analysing post-World War II population growth and the development of Australia's culturally diverse society using different types of graphs

The environment movement (1960s – present)

The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028 - Scootle ⬀)

Elaborations

outlining the emergence of concerns about the preservation of natural areas for future generations (for example, as reflected in the establishment of national parks in the United States (Yellowstone National Park in 1872), Australia (Royal National Park in 1879), Canada (Rocky Mountains National Park in 1885) and New Zealand (Tongariro National Park in 1887))
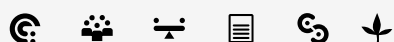
The intensification of environmental effects in the twentieth century as a result of population increase,

urbanisation, increasing industrial production and trade (ACDSEH125 - Scootle ↗)

Elaborations

investigating the impact of early texts that warned about environmental change (for example, *Silent Spring* by Rachel Carson, 1962; *Don't it make you want to go home* by Joe South, 1970; Mother Earth News magazine in 1970; *Mercy mercy me (the ecology)* lyrics by Marvin Gaye, 1971)
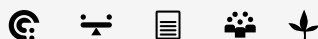
The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment including the concept of 'sustainability' (ACDSEH126 - Scootle ↗)

Elaborations

recognising the historic impact of the pictures of Earth taken during the Apollo 8 mission and how they influenced people's view of the world

explaining the significance of ideas about the environment (for example, Gaia – the interaction of Earth and its biosphere; limits of growth – that unlimited growth is unsustainable; sustainability – that biological systems need to remain diverse and productive over time; and rights of nature – recognition that humans and their natural environment are closely interrelated)

Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127 - Scootle ↗)

Elaborations

investigating a range of environmental impacts (for example, the flooding of Lake Pedder in Tasmania, deforestation in Indonesia, the decline of the Aral Sea, the Exxon Valdez oil spill, the whaling industry)
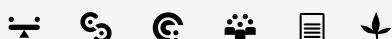
explaining the struggle over French nuclear weapon testing in the Pacific 1966–1996 (for example, the sinking of the ship, the Rainbow Warrior, in 1985)

Responses of governments, including the Australian Government, and international organisations to

environmental threats since the 1960s, including deforestation and climate change
(ACDSEH128 - Scootle ↗)

Elaborations

explaining the responses of governments and organisations to environmental threats (for example, New Zealand's anti-nuclear policy, the United States' Comprehensive Environmental Response, Compensation and Liability Act 1980 (CERCLA), Australia's first Great Barrier Reef Outlook Report (2009)

evaluating the effectiveness of international protocols and treaties such as Kyoto (1997), the United Nations Framework Convention on Climate Change (since 1992) and the Washington Declaration (2007)
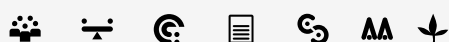
Historical Skills

Chronology, terms and concepts

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182 - Scootle ↗)

Elaborations

placing in sequence the main events of the Freedom Rides campaigns in the United States and Australia and explaining the links between the two campaigns

using interactive timelines to explore the various manifestations or effects of an event in different geographical locations
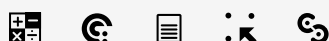
Use historical terms and concepts (ACHHS183 - Scootle ↗)

Elaborations

defining and using terms and concepts such as 'liberation', 'human rights', 'popular culture' and 'contestability'

Historical questions and research

Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184 - Scootle ↗)
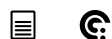
📄   🎯

Elaborations

changing a key question or related questions in an inquiry depending on the suitability of the sources available

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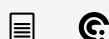
developing questions about aspects of the past that require historical argument

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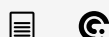
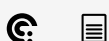identifying, planning and investigating (individually and as part of a team) specific historical questions or issues

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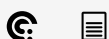
Evaluate and enhance these questions (ACHHS185 - Scootle ↗)

🎯   📄

Elaborations

changing a key question or related questions in an inquiry depending on the suitability of the sources available

🎯   📄

Identify and locate relevant sources, using ICT and other methods (ACHHS186 - Scootle ↗)

🎯   📄   ⸬

Elaborations

locating sources for recording oral histories (for example, Vietnam War veterans, recent migrants)

⸬   🎯   📄   ᴧᴧ

recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources (for example, a Google search for 'significance of Kokoda')

⸬   🎯   📄

Analysis and use of sources

Identify the origin, purpose and context of primary and secondary sources (ACHHS187 - Scootle ⤴)

▤   Ⓖⁱ

Elaborations

using data from immigration records and processing them using ICT to identify historical trends over time

▤   Ⓖⁱ   ⊞   ⁝ᵏ

explaining the context of a source such as the *Bringing Them Home* Report (1997) and the significance of that context in understanding responses to the report (with varying perspectives)
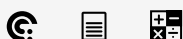
Ⓖⁱ   ▤   ⚇   ⚐
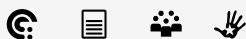
Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188 - Scootle ⤴)

▤   Ⓖⁱ

Elaborations

combining historical data from a range of sources to identify and explain the impact of World War II

Ⓖⁱ   ▤   ⊞

Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189 - Scootle ⤴)

▤   Ⓖⁱ

Elaborations

understanding that the reliability and usefulness of a source depends on the questions asked of it (for example, an account may be one-sided and therefore of use in revealing past prevailing attitudes)

Ⓖⁱ   ▤

discussing the reliability and usefulness of Martin Luther King's 1963 'I Have A Dream' speech as a source to assist in understanding the aims and motivations of the US Civil Rights movement

⊻   Ⓖⁱ   ▤   ⚇
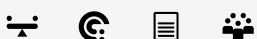
Perspectives and interpretations

Identify and analyse the perspectives of people from the past (ACHHS190 - Scootle ⤴)

▤   Ⓖⁱ   ⚇   ⌒ᵒ

Elaborations

analysing the views of men and women at different times regarding gender equality in Australia and explaining how these views might reflect changing values and attitudes

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Identify and analyse different historical interpretations (including their own) (ACHHS191 - Scootle ↗)
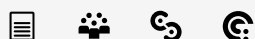
Elaborations

examining different accounts of the first 1957 rock'n'roll tours of Australia and identifying the different perspectives based on age

explaining the enthusiasm of young people for the 1957 rock'n'roll tours of Australia and the opposition of older generations, as reflected in the sources

Explanation and communication

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192 - Scootle ↗)

Elaborations

developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available

explaining the significance of the fall of Singapore (1942) in the changes in Australia's military alliances and use of troops during World War II, using a range of sources (for example, accounts of prisoners of war, commanders such as General Gordon Bennett, politicians such as Prime Minister John Curtin, and Japanese and British sources)

Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193 - Scootle ↗)

Elaborations

designing a poster that outlines the main arguments against French nuclear testing in the Pacific and explaining the nature and reliability of the sources used to construct the poster

Year 10 Content Descriptions

Geographical Knowledge and Understanding

Unit 1: Environmental change and management

Human-induced environmental changes that challenge sustainability (ACHGK070 - Scootle ↗)
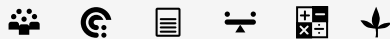
Elaborations

discussing the concept of sustainability in relation to environmental functions

identifying human-induced environmental changes (for example, water and atmospheric pollution; loss of biodiversity; degradation of land, inland and coastal aquatic environments) and discussing the challenges they pose for sustainability

evaluating the concept of ecosystem services and the importance of these services for sustainability of biodiversity

Environmental world views of people and their implications for environmental management (ACHGK071 - Scootle ↗)

Elaborations

describing the role of people's environmental world views (for example, human-centred and earth-centred) in producing different attitudes and approaches towards environmental management

comparing the differences in people's views about the causes of environmental issues in Australia and across the world
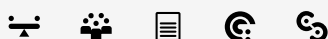
discussing whether environmental change is necessarily a problem that should be managed and explaining people's choices of methods for managing or responding to environmental changes

The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072 - Scootle ↗)

Elaborations

researching the role of Aboriginal and Torres Strait Islander Peoples in environmental management
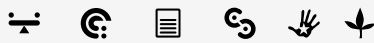
explaining Aboriginal and Torres Strait Islander models of sustainability that contribute to broader conservation practices

Select ONE of the following types of environment as the context for study: land (e.g. forests, deserts, grasslands, farmland), inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included (ACHGK0082 - Scootle ↗)

The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073 - Scootle ↗)

Elaborations

describing the nature of the environmental change and its effect on the sustainability of environmental functions

examining the interconnections between biophysical processes and human actions that generate environmental change, together with the consequences of these changes

The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074 - Scootle ↗)

Elaborations

discussing the influence of people's world views on programs for the management of the environmental change being investigated

proposing geographical management strategies for the environmental change being investigated (for example, establishing reserves and corridors to preserve biodiversity (a spatial strategy), ecosystem-

based management (an environmental strategy), urban planning to reduce energy consumption (a spatial strategy), and addressing underlying as well as immediate causes of environmental change (holistic thinking))

comparing strategies in Australia and another country to manage the environmental change being investigated

exploring the variety of solutions to similar environmental changes in different places

discussing how land management agencies are increasingly working with traditional owners to manage environmental change and challenges

The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075 - Scootle ↗)

Elaborations

explaining how communities and governments attempt to balance environmental, economic and social criteria in decisions on environmental programs, and the extent to which there can be trade-offs between them

discussing the extent to which achieving sustainability in one place should take account of the effects on environmental conditions in other places in the context of the environmental change being investigated

debating the practical and ethical dilemmas of national and international conservation programs aimed at the environmental change being investigated

Unit 2: Geographies of human wellbeing

Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076 - Scootle ↗)

Elaborations

examining and comparing different perceptions of human wellbeing (for example, by comparing student rankings of selected indicators)

identifying and evaluating different ways of measuring wellbeing (for example, per capita income or the UN Human Development Index), and applying them to investigate spatial variations in human wellbeing and comparing the results from different measures

examining the United Nations Millennium Development Goals and their relationship to human wellbeing

identifying trends in human wellbeing in countries over time
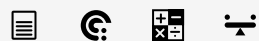
Reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077 - Scootle ⬀)

Elaborations

investigating the economic, social, technological, political and or environmental causes of spatial inequality between countries

examining differences in indicators by gender across countries and within selected countries
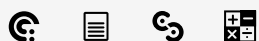
investigating the interrelationships between the rate of population growth and human wellbeing in countries

examining how access to natural resources (for example, minerals and water) can affect wellbeing and be a source of conflict

Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078 - Scootle ⬀)

Elaborations

investigating development issues (for example, access to clean water, sanitation, health services and adequate food and shelter) and their potential impact on human wellbeing

identifying the trends in gross domestic product (GDP) and GDP per capita over time in the selected country or region and their relationship with trends in measures of wellbeing
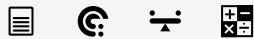
Reasons for, and consequences of, spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079 - Scootle ↗)

Elaborations

examining spatial data on human wellbeing in India to identify the regions of India with high and low levels of wellbeing, discussing identified patterns and explaining the differences

examining how a person's wellbeing is influenced by where they live, with reference to at least two different regions in a country of the Asia region

Reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale (ACHGK080 - Scootle ↗)

Elaborations

researching spatial differences in the wellbeing of the Aboriginal and Torres Strait Islander population across Australia, and the extent to which these differences depend on how wellbeing is measured

examining how a person's wellbeing is influenced by where they live, with reference to at least two different places in Australia
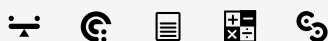
The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081 - Scootle ↗)

Elaborations

examining a national, state or community program to reduce regional inequalities in wellbeing in a country (for example, India)

discussing the objectives and outcomes of an Australian Government overseas economic and social development program or a non-government overseas aid program in a specific country or region within a country

identifying ways to improve the wellbeing of remote Aboriginal or Torres Strait Islander communities, including ways proposed by the communities
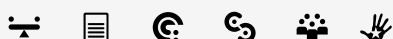
Geographical Inquiry and Skills

Observing, questioning and planning

Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS072 - Scootle ↗)

Elaborations

developing questions of geographical significance about an area of focus in the geographical knowledge and understanding strand (for example, questions related to the causes of environmental change or the extent of variation in global wellbeing)

planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales (for example, the reasons for and types of variation in human wellbeing in one country)

planning methods of data collection to answer inquiry questions and evaluating questions for their geographical significance

using a range of methods including digital technologies to plan and conduct an information search about the causes and consequences of change to environments
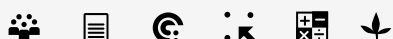
Collecting, recording, evaluating and representing

Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073 - Scootle ↗)

Elaborations

gathering relevant data from a range of primary sources (for example, from observation and annotated field sketches, conducting surveys, interviews and experiments, or taking photographs) about human-induced environmental changes
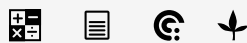
collecting geographical information from secondary sources (for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media)

collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities

using Gapminder or United Nations statistics to collect data on countries to answer an inquiry question
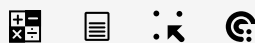
Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS074 - Scootle ↗)

Elaborations

developing a table to show the responses to environmental change in a particular environment

using scatter plots of data for countries or smaller areas to investigate the relationship between two variables (for example, per capita income and life expectancy for countries) and to identify anomalies
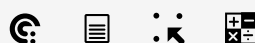
using digital technologies such as Gapminder to support the illustration and analysis of geographical variables

Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS075 - Scootle ⬈)

Elaborations

constructing and interpreting choropleth maps to show patterns of human wellbeing at a local scale

creating a map to show measures of environmental change, using a spatial technologies application

Interpreting, analysing and concluding

Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076 - Scootle ⬈)
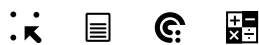
Elaborations

analysing environmental change (for example, the clearance of vegetation or a plan for a vegetation corridor) using topographic maps and satellite images

constructing computer-generated tables, graphs, maps and diagrams to analyse data on human wellbeing
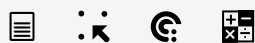
critically analysing text and images for their meaning and significance
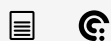
Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS077 - Scootle ⬈)

Elaborations

synthesising information from several sources through using as organisers at least two of the concepts of place, space, environment, interconnection, sustainability, scale and change

Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS078 - Scootle ↗)

Elaborations

outlining how geographical information systems (GIS) are used in environmental management or in analysing spatial patterns of human wellbeing

investigating the use of geographic information systems (GIS) by Indigenous peoples in Australia and elsewhere for managing conservation

Communicating

Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS079 - Scootle ↗)

Elaborations

constructing a logical argument, supported by evidence (for example, accounting for observed patterns in wellbeing at the local, national and global scales), and responding to questions

Reflecting and responding

Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal

(ACHGS080 - Scootle ↗)

Elaborations

reflecting on the role of personal values and attitudes in influencing their responses to situations including goals (for example, environmental protection)
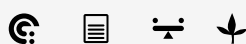
explaining how the application of geographical concepts and methods has contributed to deep understanding of the causes of and solutions to issues related to environmental change, human wellbeing or development
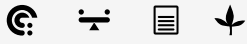
Year 10 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy

The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region (ACHCK090 - Scootle ↗)

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Elaborations

categorising the key features of Australia's system of government (for example, democratic elections and the separation of powers) and comparing and contrasting these to the key features found in another country in the Asia region, such as Japan, India or Indonesia

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interviewing people with connections to a country in the Asia region to compare the values they associate with the system of government in that country with those of Australia

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The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations

(ACHCK091 - Scootle ↗)

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Elaborations

exploring the types of participation that Australia has in the Asia region and internationally (for example, exchange programs, peacekeeping, election monitoring, health programs, disaster management)

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investigating Australia's involvement with the United Nations (for example, representation in the organisation and adherence to conventions and declarations that Australia has ratified)

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Laws and citizens

The role of the High Court, including in interpreting the Constitution (ACHCK092 - Scootle ↗)

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Elaborations

examining the jurisdiction of the High Court

exploring an example of a High Court judgement in interpreting and applying Australian law, such as the Mabo decision or the construction of the Hindmarsh Island Bridge

How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093 - Scootle ↗)

Elaborations

listing some of the international agreements Australia has ratified and identifying examples of how each one might shape government policies and laws (for example, the protection of World Heritage areas)
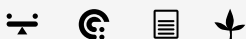
researching the International Convention on the Elimination of All Forms of Racial Discrimination, Convention on the Rights of the Child, and the Declaration on the Rights of Indigenous Peoples
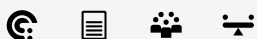
identifying how international conventions and declarations have shaped Australian government policies with regard to Aboriginal and Torres Strait Islander Peoples
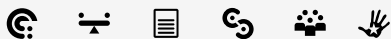
recognising that the obligations in international treaties only take domestic effect in Australia if they are implemented by statute, whether by the Commonwealth or state parliaments

Citizenship, diversity and identity

The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094 - Scootle ↗)

Elaborations

exploring the concept of 'cohesive society' using examples from contemporary events in Australia or in other countries to identify factors that support cohesiveness

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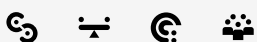
considering threats to Australian democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness

identifying the safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law

investigating processes by which individuals and groups resolve differences in Australian communities (for example, negotiation, mediation and reconciliation)
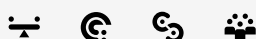
Civics and Citizenship Skills

Questioning and research

Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS095 - Scootle ↗)

Elaborations

developing and evaluating a set of questions that provide a comprehensive framework for research (for example, in relation to how systems of government might differ and how democratic they are)

Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096 - Scootle ↗)

Elaborations

conducting an opinion poll using information technologies and analysing the results

referencing a range of sources using an appropriate referencing system

Analysis, synthesis and interpretation

Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097 - Scootle ↗)

Elaborations

developing and using criteria to evaluate the suitability of data in an investigation about Australia's international involvements
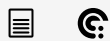
critically analysing published material relevant to civics and citizenship topics and issues to assess reliability and purpose (for example, NGO fundraising material or a government information campaign)
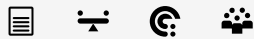
Account for different interpretations and points of view (ACHCS098 - Scootle ↗)

Elaborations

identifying the values, motivations and contexts which underpin different interpretations about civics and citizenship topics and issues
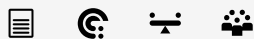
developing an evidence-based argument that includes a rebuttal of an alternative point of view (for example, about Australia's commitment to its international legal obligations)
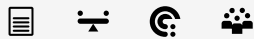
Problem-solving and decision-making

Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS099 - Scootle ↗)

Elaborations

identifying civics and citizenship topics and issues that may involve dissent, uncertainty or be open to interpretation and debate (for example, international views on whaling and money laundering)
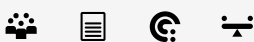
using skills associated with the negotiation process (seeking to understand other views, applying reason and logic, building on common ground, isolating areas of difficulty, and recording agreements reached)
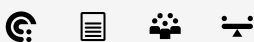
Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100 - Scootle ↗)

Elaborations

developing a plan for action that takes into account challenges, opportunities, risks and strategies to respond to a civics and citizenship issue

using democratic processes to decide on criteria that can be used to evaluate plans for action to addresses a civics and citizenship issue
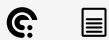
Communication and reflection

Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101 - Scootle ↗)

Elaborations

using appropriate terms and concepts such as conventions, international law, cohesive society and global citizen

using a range of relevant evidence to persuade an audience to a point of view about how to sustain a resilient democracy
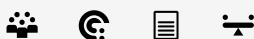
Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102 - Scootle ↗)

Elaborations

considering and identifying the qualities of a citizen in a contemporary, successful democracy

discussing the implications of living in an interconnected world and what this could mean for active and informed citizenship
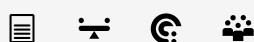
Year 10 Content Descriptions

Economics and Business Knowledge and Understanding

Indicators of economic performance and how Australia's economy is performing (ACHEK050 - Scootle ↗)

Elaborations

identifying indicators of economic performance such as economic growth rates, unemployment trends, inflation rates, sustainability indexes

investigating the performance of the Australian economy using key indicators and explaining fluctuations using phases of the business cycle
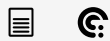
The links between economic performance and living standards, and how and why variations exist within and between economies (ACHEK051 - Scootle ↗)

Elaborations

defining 'living standards' and explaining its relationship to economic performance

exploring the factors that can explain the variations in economic performance within or between economies (for example, high levels of foreign ownership, employment rates, levels of debt)

investigating economic performance and living standards and discussing how they can mean different things to different people and countries
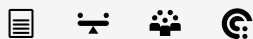
investigating the ways living standards can be measured (for example, gross domestic product (GDP), Human Development Index (HDI) or total quality of life index)
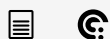
investigating the ways in which income and wealth are distributed in the economy, using measures such as an income distribution histogram, the Lorenz curve or the Gini coefficient

The ways that governments manage economic performance to improve living standards (ACHEK052 - Scootle ↗)

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Elaborations

identifying examples of fiscal and monetary policy options designed to improve the standard of living, such as productivity policy, training and workforce development, taxation, work visas, migration, buying or selling government securities

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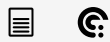
identifying examples of government intervention that aim to redistribute income (for example, pensions, youth allowance and job search), and goods and services such as health care and education

▤   ⓒ   ⊥

investigating how Australia supports economic growth in the Asia region through participating in the Asia-Pacific Economic Cooperation (APEC) forum

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explaining the impact of minimum wage, government payments, taxation and government-funded services on living standards

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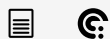
identifying examples of externalities (that is, costs or benefits associated with the production or consumption of goods and/or services that affect the wellbeing of third parties or society more generally) and exploring the ways governments can influence or regulate these impacts to ensure prices reflect external costs

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Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053 - Scootle ↗)

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Elaborations

identifying and explaining factors that influence major consumer decisions (for example, price, availability and cost of finance, marketing of products, age and gender of consumer, convenience, ethical and environmental considerations)

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evaluating the outcomes of buying (for example, a car, using criteria such as the effect of loan

repayments on disposable income, depreciation, maintenance and insurance costs compared with the benefits of independence, convenience and social status)
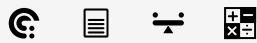
identifying the difference between minor and major consumer and financial decisions and listing examples of each

The ways businesses respond to changing economic conditions and improve productivity through organisational management and workforce management (ACHEK054 - Scootle ↗)

Elaborations

describing ways in which businesses can improve productivity (for example, training, capital investment, investment in applications of technology, use of just-in-time inventory systems)
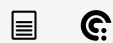
exploring ways businesses structure their working environment to provide flexible, efficient approaches (for example, horizontal (flat) or vertical (tall) organisational structures)
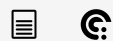
exploring the use of technology and the extent to which it has driven and allowed innovative responses by business

exploring the reasons for triple bottom line business planning and the possible implications for employees, competitors and the broader economy
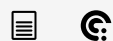
identifying ethical and unethical workplace practices and investigating the impact of these practices on individuals

investigating ways that businesses have responded to improving economic conditions (for example, increasing their research and development funding to create innovative products, adjusting marketing strategies to expand their market share, upskilling their workforce to improve productivity)
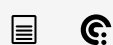
Economics and Business Skills

Questioning and research

Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES055 - Scootle ↗)
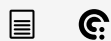
Elaborations

establishing questions to form the basis of an economic or business investigation into an issue or event, such as 'Why do standards of living differ within an economy?', or formulating a hypothesis such as 'Responding to an upswing in the economy with expansionary measures will improve business productivity'
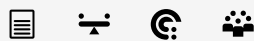
devising the steps needed for an investigation, and evaluating and modifying the plan or adjusting the research focus as appropriate

Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES056 - Scootle ↗)
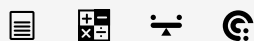
Elaborations

collecting data and information from a variety of sources relevant to the issue or event being investigated

representing data and information in a format to aid interpretation and analysis (for example, providing a timeline of events and/or providing a graph showing changes in data)

determining the source and reliability of data and information and explaining assumptions or missing information in sources that may affect reliability
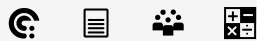
Interpretation and analysis

Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES057 - Scootle ↗)
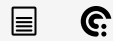
Elaborations

categorising and interpreting data and information collected into a form that shows multiple perspectives around an issue/event

interpreting a range of measures of economic performance and standards of living to identify differences within and between economies

explaining relationships identified in data (for example, the relationship between standards of living, infant mortality and access to health services)

analysing information to make informed choices (for example, when purchasing goods and services)

Economic reasoning, decision-making and application

Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES058 - Scootle ↗)
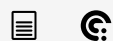
Elaborations

deciding on a potential major purchase (for example, a car, investigating options, calculating the costs of different purchasing methods and estimating the long-term costs and benefits of owning the asset and repaying the debt)
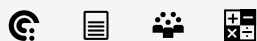
examining the trade-offs businesses may need to consider when determining methods to improve their productivity (for example, employing more staff compared with upskilling existing staff)

Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES059 - Scootle ↗)

Elaborations

evaluating different types of loans to estimate the short- and long-term financial implications of each

applying enterprising behaviours to a class or independent activity (for example, by showing initiative and leadership, establishing goals that are meaningful and realistic, accepting responsibility)

using appropriate indicators of economic performance to explain variations across economies

Communication and reflection

Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES060 - Scootle ↗)
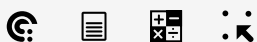
Elaborations

using economics and business terms and concepts such as indicators, economic performance, business cycle, organisational structure, workforce management, interest rates
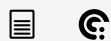
communicating findings of the investigation in appropriate formats (for example, web pages, financial statements, spreadsheets, graphs and reports)

developing texts for different audiences such as peers, businesses, the public, a business manager/entrepreneur, and for different purposes (for example, to persuade or inform)

Reflect on the intended and unintended consequences of economic and business decisions (ACHES061 - Scootle ↗)

Elaborations

discussing the outcomes of a decision, identifying those that were intended and unintended and reflecting on strategies that may address the unintended consequences