


The Australian Curriculum

Learning areas	Humanities and Social Sciences
Subjects	HASS, History, Geography, Civics and Citizenship, Economics and Business
Year levels	Year 7

Year 7 Content Descriptions

Inquiry and skills

Questioning

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges ([ACHASSI152 - Scootle](#) )

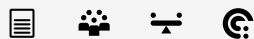


Elaborations

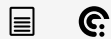
developing and revising questions to frame, guide and redirect geographical, historical and social inquiries or stages of an enterprise project



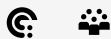
developing a range of different types of questions for specific purposes including follow-up questions that deepen understandings (for example, questions to design and revise the stages of an enterprise project, questions to test the validity of assumptions, questions that evaluate decisions and opinions, questions about protocols and sensitivities)




making propositions to be tested through a research process



appreciating that there may not be a definitive answer to an inquiry question



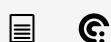
Researching

Apply a methodology to locate and collect relevant information and **data** from a range of **primary sources** and **secondary sources** ([ACHASSI153 - Scootle](#) )



Elaborations

identifying steps in the research process (for example, identifying information needed, locating information, recording relevant information from sources)



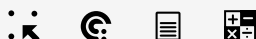
using a range of methods, including digital applications, to plan and conduct an information search, and to refine a search for specific or relevant information/images (for example, using 'image search' and 'advanced search' functions)



compiling a list of different primary and secondary sources that might contribute relevant information to an investigation of the past (for example, papyrus scrolls, coins, statues, human remains for an archaeological study) or to an investigation of an environmental issue (for example, recorded observations, annotated field sketches, surveys, interviews, and photographs of changes or events)




collecting useful information from secondary sources to answer inquiry questions (for example, articles, graphs, charts and statistics to show religious diversity in Australia; information from the Australian Bureau of Statistics to understand patterns of employment in Australia; thematic maps, weather maps, climate graphs, compound column graphs and population pyramids, reports, census data and the media to support a study of liveability of a city)



applying ethical research methods to conduct research with people and communities, including applying protocols for consultation with local Aboriginal and Torres Strait Islander communities, demonstrating respectful behaviours in sacred or significant sites, and giving consideration to sensitive issues when seeking information from people

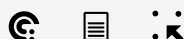


Organise, categorise and represent **data** in a range of appropriate formats using discipline-specific **conventions**, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales ([ACHASSI154 - Scootle](#) )

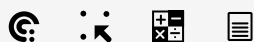


Elaborations

deciding which formats best suit the presentation of gathered information after consideration of a range of digital and non-digital media



representing categorised data information using digital and non-digital graphic organisers (for example, tables, flowcharts, SWOT [strengths, weaknesses, opportunities and threats] analysis, cost-benefit analysis, futures timelines, spreadsheets, databases)




constructing tables, graphs and annotated diagrams with the help of digital technologies to represent collected data (for example, diagrams showing how water flows through the environment and connects places; graphs quantifying the influence of environmental quality on aspects of the liveability of places; graphs showing the religious composition of past and contemporary Australian society)



creating maps using computer mapping software or satellite images to show distributions and patterns (for example, to show the spatial distribution and patterns of liveability or the areas affected by a hydrological hazard in Australia and other parts of the world)



Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and [conventions](#) including chronological frameworks that use dating [conventions](#) ([ACHASSI155 - Scootle](#) )



Elaborations

constructing and annotating timelines to show developments and periods (for example, the approximate beginning and end dates of ancient societies and the periods of time when these coexisted) and events (for example, placing referendums of the twentieth century in a chronological sequence)



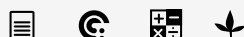
applying dating conventions on sequences, including 'BC' (Before Christ), 'AD' (Anno Domini), 'BCE' (Before Common Era), and 'CE' (Common Era) and using terms such as 'prehistory' (before the period of textual recording) and 'history' (the period beginning with named individuals and textual recording)




developing representations to show steps in a sequence (for example, the flow of water, the process for constitutional change)



modelling a system (for example, an ecosystem or hydrological cycle) and using it to explain the sequence of effects when elements are manipulated



Analysing

Examine [primary sources](#) and [secondary sources](#) to determine their origin, purpose and reliability ([ACHASSI156 - Scootle](#) )

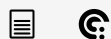


Elaborations

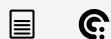
considering relevance and validity when choosing sources and gathering data and information about historical, geographical, social, economic and business issues or events (for example, the relevance of documents written at the time of an event; the validity of personal observations made during fieldwork)



differentiating between primary sources in history (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)



comparing the different types of primary sources appropriate to history, geography, civics and citizenship, and economics and business, and explaining reasons for the differences



identifying who in a source is conveying information about a past or present event and suggesting whose voice may be absent (for example, women, children, Aboriginal and/or Torres Strait Islander Peoples, slaves, religious leaders)




using a range of methods to determine the origin, purpose and reliability of different sources, such as determining when the source was written, why it was written and by whom



discussing the difficulties in identifying the origin and purpose of some sources (for example, the Kimberley Bradshaw paintings)



Analyse [primary sources](#) and [secondary sources](#) to identify values and perspectives on people, actions, events, issues and phenomena, past and present ([ACHASSI157 - Scootle](#) )

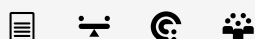


Elaborations

recognising that limited evidence can sometimes give useful insights into the power structures of a society



using strategies to detect whether a statement is factual or an opinion, including identification of word choices that may indicate an opinion is being offered (for example, the use of conditionals 'might', 'could', and other words such as 'believe', 'think', 'suggests')



identifying the perspective in a historical source (for example, the saying of Confucius, 'women and underlings are especially difficult to handle') and discussing the values and attitudes of the society that produced it



identifying different perspectives about a past or current issue and suggesting influences or circumstances that may have informed these perspectives




analysing how information can be used selectively to persuade citizens



identifying and distinguishing points of view of different individuals and groups about a public issue (for example, the development of wind turbine farms, a contentious residential development by a large company, the corporate harnessing of water in a developing country)

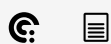


Interpret and analyse [data](#) and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships ([ACHASSI158 - Scootle](#) )



Elaborations

interpreting the possible meaning of images and symbols in primary sources



using and interpreting various types of maps (for example, weather, political, topographic, thematic and diagrammatic maps and isoline or isopleth maps)



using aerial images of contrasting places to identify differences (for example, differences in housing density and services)



interpreting a variety of graphic representations (for example, tables, charts, graphs, weather maps and satellite images) to identify trends (for example, an increase in the number of people engaged in casual work), spatial and temporal patterns (for example, the patterns of a selected hydrological hazard over time and place) and to observe, describe and contrast the spatial associations of geographical phenomena (for example, the relationship between economic activities, river systems and the availability of surface water)



using data to make predictions about future trends (for example, the trend of shopping online, trends in working hours or how people work, changing liveability factors, the rise of knowledge-based work)



Evaluating and reflecting

Evaluate and synthesise evidence to draw conclusions ([ACHASSI159 - Scootle](#) )



Elaborations

reviewing the results of an analysis to propose an answer to an inquiry question using at least one discipline-specific concept (for example, significance in history or place in geography) or one humanities and social sciences concept (for example, interconnections) as an organiser



evaluating data from a survey to draw conclusions about a current political, social, environmental or business event or issue




evaluating and connecting information from various sources to draw evidence-based conclusions



drawing conclusions about entrepreneurial behaviour and successful campaigns or about the potential of business enterprise



Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each ([ACHASSI160 - Scootle](#) )



Elaborations

designing and proposing actions to respond to challenges (for example, actions related to environmental and economic sustainability such as ensuring a sustainable supply of water) after considering the possible outcomes



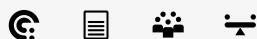
identifying where there is a common understanding in a discussion and using points of agreement as a basis for resolving a conflict or differences, recognising their own emotional reactions when interacting with people who are different from themselves or who disagree with their views



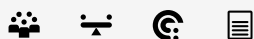
identifying examples of negotiation and peaceful dispute resolution (for example, arbitration, Reconciliation) used in the wider community to problem-solve



identifying the costs and benefits associated with alternatives (for example, the costs and benefits of being an employee compared with those of being a business owner)



applying enterprising behaviours to a class activity (for example, taking on a leadership role, establishing goals, accepting responsibility, and negotiating and working with others during the investigation)



Develop and use criteria to make informed decisions and judgements ([ACHASSI161 - Scootle](#) )



Elaborations

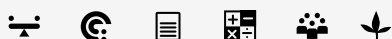
outlining the significance of a past event and providing reasons for its significance based on relevant evidence



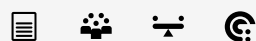
applying social, economic and/or environmental criteria when making decisions about alternative responses to an issue or challenge (for example, applying these criteria to alternative responses to sustainable living in high and low socioeconomic regions or to possible purchasing decisions)



examining the trade-offs involved in making choices (for example, choices about spending limited money; how to earn an income such as working as an employee or owning your own business; whether to pay more for an endorsed environmentally friendly product)



applying economics and business knowledge, skills and concepts to familiar problems, proposing alternative responses to the issue and assessing the costs and benefits of each alternative



Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects

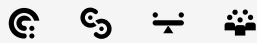
([ACHASSI162 - Scootle](#) )



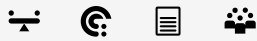
Elaborations

reflecting on personal values and attitudes and how these influence responses to an issue (for

example, the effect of perceptions of crime on liveability; how their membership of groups affects their perceptions)



applying a process approach to respond to an issue or challenge (for example, conducting an analysis using processes such as a SWOT analysis; developing a plan of action that incorporates a consultation process that ensures a range of views are heard and people are given opportunities to respond)



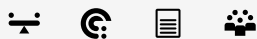
explaining different perspectives on an issue or challenge (for example, sustainability, intercultural behaviour) and proposing action after considering these perspectives and the possible outcomes for different groups



deciding when consensus is an effective process for a collective action and when it is not



discussing the consequences of decisions (for example, economic, business, civic or personal decisions), considering alternative responses and predicting the potential effect of those responses



using knowledge of the past to inform views on probable and preferred (individual or collective) futures, explaining reasoning to justify futures scenarios



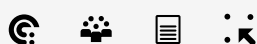
Communicating

Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate [source](#) materials, citations, graphic representations and discipline-specific terms, [conventions](#) and concepts ([ACHASSI163 - Scootle](#) [↗](#))



Elaborations

communicating findings, predictions, opinions, decisions, judgements and conclusions, using text types (for example, reports, persuasive essays, reasoned arguments, explanations) selected to suit the purpose and the intended audience



citing sources of evidence (for example, archaeological relics and written accounts) in their texts



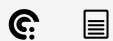
using graphic representations (such as graphs, tables, spreadsheets and photographs) to present, supplement and clarify information contained in reports and other documents



using digital technologies to create multimedia presentations (for example, to show the specific features of an ancient battle, pyramid complex or burial site; to show the spatial distribution and patterns of liveability; to present a case for a constitutional change)



using correct discipline-specific terms and concepts when presenting findings and conclusions (for example, when explaining the rule of law, separation of powers, secular nation, market, workforce, income, financial objectives, entrepreneurial behaviours and skills, costs and benefits)



Knowledge and Understanding

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability**. Students are introduced to an expansive chronology since ancient times to understand broad patterns of historical change (continuity and change, cause and effect). Students apply these understandings in a series of depth studies of ancient societies of the East and West, exploring how these societies are investigated (evidence, contestability) and what investigations show of their contribution to modern social, political and economic systems (significance, perspectives, empathy).

Inquiry Questions

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

The theory that people moved out of Africa around 60 000 BC (**BCE**) and migrated to other parts of the world, including Australia

([ACHASSK164 - Scootle](#) )



Elaborations

- using a map to describe the pattern of movement of humans 'out of Africa' and across other continents over time, and looking at the types of evidence of these movements (for example, stone tools, human remains and cave paintings)



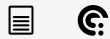
The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)

(ACHASSK165 - Scootle [↗](#))

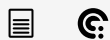


Elaborations

exploring an early example of art (for example, the 17 000 BCE great bull paintings from the Lascaux Cave in France) and discussing why they might have been painted



- discussing the evolving nature of the evidence in this period, which shows increasingly sophisticated forms of technology (for example, the transition from making tools out of stone, bone and wood to metalworking)



- identifying sources of evidence for the emergence of organised states (for example, the Cuneiform script phonetic writing of the Sumerians c.3500 BCE; the ancient law code of Hammurabi clay tablets from ancient Babylon c.1790 BCE; artefacts found in the tombs at Ur Sumer c.2500 BCE, which indicate the presence of either royalty or priestesses; pottery shards and fragments discovered in Palestine made of mud from the River Nile in Egypt, as evidence of trade)



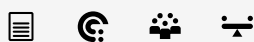
Key features of ancient societies (farming, trade, social classes, religion, rule of law)

(ACHASSK166 - Scootle [↗](#))



Elaborations

- exploring why the shift from hunting and foraging to cultivation (and the domestication of animals) led to the development of permanent settlements and changed relationships to the environment



identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them




- locating the major civilisations of the ancient world on a world map and using a timeline to identify the longevity of each ancient civilisation



- identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam) and their key beliefs (through group work)

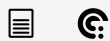


How historians and archaeologists investigate history, including excavation and archival research
([ACHASSK167 - Scootle](#) )



Elaborations

- identifying different approaches to historical investigation (such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating)



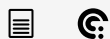
The range of sources that can be used in an historical investigation, including archaeological and written sources

([ACHASSK168 - Scootle](#) )



Elaborations

- listing a range of sources (both archaeological and written) required in a historical investigation to develop a response to the question(s) being asked



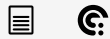
The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains

([ACHASSK169 - Scootle](#) )



Elaborations

- evaluating various methods for investigating the ancient past (for example, stratigraphy to date discoveries; DNA testing to identify past individuals from their remains (such as Egyptian mummies) as well as common diseases)



- using a cross-sectional drawing of the earth's surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time (for example, a charcoal layer containing human remains and weapons may indicate the capture and destruction of an ancient settlement, such as Troy)



The nature of the sources for [ancient](#) Australia and what they reveal about Australia's past in the [ancient](#) period, such as the use of [resources](#) ([ACHASSK170 - Scootle](#) [↗](#))



Elaborations

- investigating the discovery of Mungo Woman in 1969 and the use of radiocarbon dating to draw conclusions about the longevity of human occupation at Lake Mungo



- generating a range of questions to investigate a source (for example, a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)



The importance of conserving the remains of the [ancient](#) past, including the heritage of Aboriginal and Torres Strait Islander Peoples ([ACHASSK171 - Scootle](#) [↗](#))

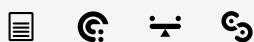


Elaborations

- investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site such as Pompeii



- explaining the UNESCO-led rescue mission to save the temples of Abu Simbel



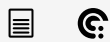
The physical features of [ancient](#) Greece, Egypt or Rome and how they influenced the civilisation that developed there

(ACHASSK172 - Scootle [↗](#))

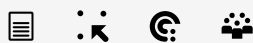


Elaborations

- describing the importance of the River Nile to Egyptian society (for example, inundation and farming; the worship of Hapi, god of the Nile; and the use of the Nile as a means of transportation)



- creating a graphic representation of the social structure of Egyptian society



- describing the impact of the sea and mountain ranges of Ancient Greece on the development of self-governing city-states



- describing the importance of the River Tiber to ancient Roman society and the methods Romans used to manage resources (for example, the water supply through aqueducts and plumbing systems)



Roles of key groups in the [ancient](#) Greece, Egypt or Rome, including the influence of [law](#) and [religion](#)
(ACHASSK173 - Scootle [↗](#))



Elaborations

- outlining the rights of women in ancient Egyptian society (for example, in the areas of marriage, family life, work and education) and their responsibilities (that is, generally limited to the home and family)



- examining evidence of the social structure of Athenian or Spartan society (for example, the roles of citizens, women and slaves in Athenian society and the roles of Spartiates, Perioikoi and Helots in Spartan society)



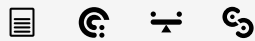
- outlining the rights of citizens in ancient Athens (for example, the right to vote), their responsibilities (for example, military service, attending assembly meetings) and the invention of freedom




- examining the evidence of the social structure of Roman society (for example, the roles of patricians, plebeians, women and slaves in the city of Rome) and the idea of Republican virtue and its historical resonance



describing the significance of slavery in the period of the Roman Empire (for example, the acquisition of slaves through warfare, the use of slaves as gladiators and agricultural labourers, and the rise of freedmen)



The significant beliefs, values and practices of [ancient](#) Greece, Egypt or Rome, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs ([ACHASSK174 - Scootle](#) )



Elaborations

- investigating significant beliefs associated with death and funerary customs in ancient Egyptian society (for example, belief in an afterlife) and practices (for example, burial in tombs and techniques of mummification)



- generating alternative explanations for the building of the pyramids at Giza



- investigating the significant beliefs, values and practices of the ancient Greeks (for example, the Olympic Games or the Delphic Oracle)



- investigating significant beliefs and values associated with the warfare of ancient Greeks (for example, heroic ideals as revealed in the Iliad) and military practices (for example, army organisation, the hoplite phalanx and naval warfare)



- investigating significant beliefs associated with ancient Roman daily life (for example, the evidence of household religion) and practices (for example, the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres)



Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties

([ACHASSK175 - Scootle](#))



Elaborations

- explaining the nature of contact between Egyptians and other societies (for example, trade with Cyprus, Crete and Greece); and conflict (for example, the Battle of Kadesh in the New Kingdom that concluded with Ramses II's peace treaty with the Hittites)



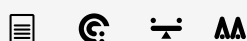
- explaining the nature of contact between Greece and other societies (for example, the commodities that formed the trade with Egypt, Greek colonisation of the Mediterranean) and conflict (for example, the Persian Wars and the Battle of Salamis, the empire of Alexander the Great and the reach of Greek culture)



describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices (for example, the Pantheon of Gods in Greece, Isis in Egypt and Mithras in Persia)



- reading accounts of contacts between Rome and Asian societies in the ancient period (for example, the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus)



The role of a significant individual in [ancient](#) Egyptian, Greek or Roman history


([ACHASSK176 - Scootle](#))



Elaborations

- examining the historical context, early life and achievements of a significant historical figure from the ancient society being investigated (for example, Hatshepsut or Ramses II; Leonidas or Pericles in Greece; or Caesar or Augustus in Rome), and how they were perceived by their contemporaries

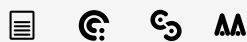


The physical features of India or China and how they influenced the civilisation that developed there
([ACHASSK177 - Scootle](#) )



Elaborations

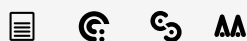
- describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade



- describing how harmonious relationships with the natural world were reflected in Indian belief systems (for example, Hinduism, Buddhism and Jainism)



- creating a graphic representation of the extent of India as a political unit at this time, including for example, its diverse climatic and geographical features, types and location of food production, areas of high- and low-density population



Roles of key groups in Indian or Chinese society in this period, including the influence of [law](#) and [religion](#)

([ACHASSK178 - Scootle](#) )



Elaborations

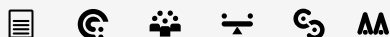
- creating a graphic representation of the social structure of Chinese or Indian society



- outlining the rights and responsibilities of women in Chinese or Indian society (for example, in the areas of marriage, family life, work and education)



- explaining the social structure of India, including the role of Brahmins – priests, teachers; Kshatriyas – kings, warriors; Vaishyas – merchants, artisans; Shudras – labourers, peasants



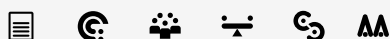
The significant beliefs, values and practices of Indian or Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

(ACHASSK179 - Scootle [↗](#))

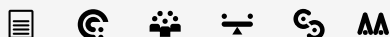


Elaborations

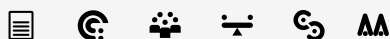
- investigating the significant beliefs, values and practices of Chinese society associated with daily life (for example, irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs)



- investigating the significant beliefs, values and practices of Indian society (for example, associated with rites of passage for boys and men; rites of passage for girls and women; marriage rites such as the role of the family and religious ceremonies)



- investigating the significant beliefs, values and practices of Indian society associated with death and funerary customs (for example, cremation, the use of professional mourners, the construction of stupas)



Contacts and conflicts within and/or with other societies, resulting in developments and the spread of philosophies and beliefs

(ACHASSK180 - Scootle [↗](#))



Elaborations

- explaining the rise of imperial China (for example, the use of chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's The Art of War)



- examining the extent of Indian contact with other societies (for example, the Persians under Cyrus or the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the material remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; the spread of Hinduism and Buddhism)



The role of a significant individual in [ancient](#) Indian or Chinese history
(ACHASSK181 - Scootle [↗](#))



Elaborations

- examining the historical context, early life and achievements of a significant historical figure from China (for example, Confucius or Qin Shi Huang) or India (for example, Chandragupta Maurya or Ashoka) in this period, and how they were perceived by their contemporaries



Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection, sustainability** and **change**. The curriculum in Year 7 focuses on understandings about water as a natural resource and the liveability of places. Students investigate the nature of water as a natural resource and its flows through environments on different continents (environment, interconnections, place). Students examine how water is used and managed (sustainability), the causes and effects of phenomena such as scarcity and hazards (environment, change), and how diverse groups value water, (place, interconnection). Students also explore the liveability of places (place, space, environment, change) in relation to diverse people and places, familiar and distant (place, interconnection, environment). Students examine influences on the liveability of places (environment, interconnection, place) and strategies that enhance liveability, especially for young people (space, interconnection, sustainability, change).

Inquiry Questions

- How does people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Classification of [environmental resources](#) and the forms that water takes as a resource
(ACHASSK182 - Scootle [↗](#))



Elaborations

- classifying resources into renewable, non-renewable and finite/infinite resources, and investigating examples of each type and how they affect environmental sustainability



- describing how water is an available resource when it is groundwater, soil moisture (green water), surface water in dams, rivers and lakes (blue water) and treated or recycled (grey water), and a potential resource when it exists as salt water, ice or water vapour



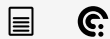
The way that flows of water connect places as they move through the [environment](#) and the way these affect places

([ACHASSK183 - Scootle](#) )

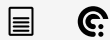


Elaborations

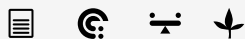
- explaining how the movement of water through the environment connects places (for example, the melting of snow in spring feeding rivers and dams downstream)



investigating the importance of environmental flows



investigating the environmental, economic and social uses of water and the effects of water as it connects people and places (for example, the effects of water diversion in the Snowy Mountains)



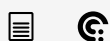
The quantity and variability of Australia's water [resources](#) compared with other continents

([ACHASSK184 - Scootle](#) )



Elaborations

- investigating the main causes of rainfall and applying their knowledge to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall



- interpreting the spatial distribution of rainfall in Australia and comparing it with the distribution of that of other continents



- using the concept of the water balance to compare the quantity and variability of rainfall, run-off and evaporation on the availability of water in Australia and other continents

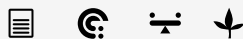


The nature of [water scarcity](#) and ways of overcoming it, including studies drawn from Australia and West [Asia](#) and/or North Africa
([ACHASSK185 - Scootle](#))



Elaborations

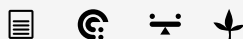
- investigating the causes of water scarcity, for example, an absolute shortage of water (physical), inadequate development of water resources (economic or political), or the ways water is used



- investigating whether the use of water in their place is sustainable



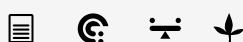
- discussing the advantages and disadvantages of strategies to overcome water scarcity (for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter-regional transfer of water and trade in virtual water, and reducing water consumption)



- examining why water is a difficult resource to manage and sustain (for example, difficulties in accounting for its economic value, its competing uses and variability of supply over time and space)



- investigating land use management practices that have adversely affected water supply, such as land clearing and some farming practices



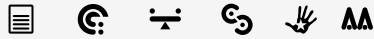
Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the [Asia region](#)

(ACHASSK186 - Scootle [↗](#))



Elaborations

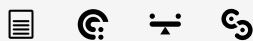
examining and comparing places in Australia and countries of the Asia region that have economies and communities based on irrigation (for example, rice production in the Murrumbidgee Irrigation Area in NSW and the Mekong Delta in Vietnam)



exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples



- examining bays, rivers, waterfalls or lakes in Australia and in countries of the Asia region that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value



- investigating the spiritual significance of water in an Asian culture



Causes, impacts and responses to an atmospheric or hydrological hazard

(ACHASSK187 - Scootle [↗](#))

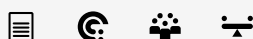


Elaborations

- explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods



explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard



Factors that influence the decisions people make about where to live and their perceptions of the [liveability](#) of places

(ACHASSK188 - Scootle [↗](#))



Elaborations

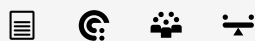
- investigating their and others' interpretations of the concept of liveability and choices about where to live (for example, connections to cultural groups, adolescent 'bright lights' attraction, rural to urban migration, retiree tree change and families with children locating near schools) and other facilities



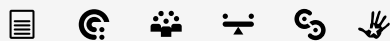
- discussing the concept of liveability and the ways it is measured and comparing objective measures such as transportation infrastructure with subjective measures such as people's perceptions



- comparing student access to and use of places and spaces in their local area and evaluating how this affects perceptions of liveability



discussing that many Aboriginal and Torres Strait Islander Peoples choose to live on their Country/Place or might prefer to if they had the choice



The influence of accessibility to services and facilities on the liveability of places
(ACHASSK189 - Scootle [↗](#))



Elaborations

comparing accessibility to and availability of a range of services and facilities between different types of settlements (urban, rural and remote) in Australia and other countries (for example, access to clean water, sanitation, education and health services)



- examining the role transport plays in people's ability to access services and participate in activities in the local area



- comparing transportation and accessibility in one Australian city with a city in a country of the

Asia region or Europe



The influence of [environmental quality](#) on the [liveability](#) of places
(ACHASSK190 - Scootle [↗](#))



Elaborations

researching the effects of air and water pollution on the liveability of cities



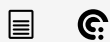
- explaining the importance of water quality to the liveability of places now and into the future



- investigating the concepts of environmental quality and pollutions by surveying the environmental quality of their local area and its effect on liveability



- exploring the geophysical nature of the land and how this affects the liveability of a place



The influence of [social connectedness](#) and community [identity](#) on the [liveability](#) of places
(ACHASSK191 - Scootle [↗](#))



Elaborations

- discussing the different types of places where people can feel included or excluded, safe or threatened, and evaluating how this affects perceptions about liveability of places



- investigating the extent to which people in their place are socially connected or socially isolated and its effect on liveability



Strategies used to enhance the [liveability](#) of places, especially for young people, including examples from Australia and Europe

([ACHASSK192 - Scootle](#))



Elaborations

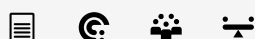
- researching methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality



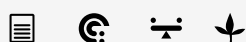
developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area), or including traditional owners (for example, developing bilingual signage or Indigenous garden projects in the local area)



- discussing the impact of housing density on the liveability of places



- examining whether liveability and environmental sustainability can be enhanced at the same time



Civics and citizenship

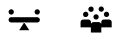
Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens and citizenship, diversity and identity**. The year provides a study of Australia's constitution and how its features shape Australia's democracy (government and democracy) and how Australia's legal system aims to provide justice (laws and citizens). Students explore diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion (citizenship, diversity and identity).

Inquiry Questions

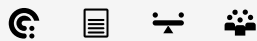
- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?

The key features of government under the Australian [Constitution](#) with a focus on: the [separation of powers](#), the roles of the [Executive](#), the houses of parliament and the [division of powers](#) ([ACHASSK193 - Scootle](#))



Elaborations

identifying the principles of representative and responsible government that underpin the Australian Constitution



identifying the composition of the Legislature (the Queen, represented by the Governor-General, and the Senate and the House of Representatives), Executive (the Queen, represented by the Governor-General, Prime Minister and ministers) and Judiciary (the High Court and other federal courts)



describing the role of the Governor-General and the different roles of the House of Representatives and the Senate, the Prime Minister, ministers or the Cabinet and courts



exploring the concept of the separation of powers between the Legislature, Executive and Judiciary and how it seeks to prevent the excessive concentration of power



discussing how ministers are subject to the scrutiny of other Members of the Parliament led by an officially recognised opposition



using an issue (for example, sustainable water management, education or health) to explore the division of powers between state/territory and federal levels of government, and identifying the way that conflicts between state laws and Commonwealth laws are resolved



The process for constitutional change through a [referendum \(ACHASSK194 - Scootle !\[\]\(235bfe13ebf007ce2eea9e689707fac7_img.jpg\)](#))



Elaborations

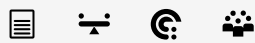
describing the process by which referendums to change the Australian Constitution are initiated and decided



exploring examples of attempts to change the Australian Constitution by referendum (for example, the successful vote on the *Constitution Alteration (Aboriginals) 1967*; the unsuccessful vote on the *Constitution Alteration (Establishment of Republic) 1999*)



discussing the advantages and disadvantages of having a Constitution that can only be amended by referendum

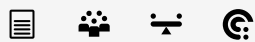


How Australia's legal [system](#) aims to provide justice, including through the [rule of law](#), presumption of innocence, [burden of proof](#), right to a fair trial and right to legal [representation](#) ([ACHASSK195 - Scotle](#) [↗](#))

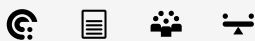


Elaborations

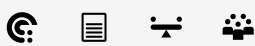
discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors



exploring how Australians can receive access to justice and legal representation, such as through legal aid



discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof



How Australia is a [secular](#) nation and a [multi-faith](#) society with a Christian heritage ([ACHASSK196 - Scotle](#) [↗](#))

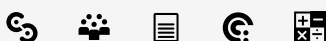


Elaborations

defining the terms 'secular', 'multi-faith' and 'diverse society' and discussing their relevance to Australia today



identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources




appreciating the cultural and historical foundations of Australia's Christian heritage



exploring the diversity of spiritualities among Aboriginal and Torres Strait Islander communities from

traditional spirituality to the adoption of other religions such as Christianity and Islam



How values, including freedom, respect, inclusion, [civility](#), responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society ([ACHASSK197 - Scootle](#) )




Elaborations

identifying values shared by Australians and deciding which ones could also be considered universal values



identifying how human rights values are consistent with Australian values



How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa ([ACHASSK198 - Scootle](#) )



Elaborations

investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole



discussing how belonging to a religious or cultural group can provide a sense of belonging and how this group membership can shape an individual's identity



identifying the different ways that cultural and religious groups express their beliefs, identity and experiences (for example, through customs, practices, symbols, language, traditions and art, and virtual communities)



discussing how stereotypes are linked with people's cultural identity (for example, clothes, accent/language, media representations)



considering how Australia's location in the Asian region influences interactions between Australians and those living in the region



Economics and business

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of the relationship between consumers, producers and businesses. Students explore how consumers and producers interact in the market (business environment) and how consumers and businesses plan in personal, organisational and financial ways (resource allocation and making choices, consumer and financial literacy) to realise objectives. Students explore the world of work and income, and examine the relationship between entrepreneurial behaviour and successful business (business environment, work and work futures).

Inquiry Questions

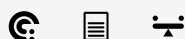
- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist and in what other ways can people derive an income?

The ways consumers and producers interact and respond to each other in the [market \(ACHASSK199 - Scootle !\[\]\(830769b31eeeaca920791081939ff8ba_img.jpg\)](#))

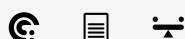


Elaborations

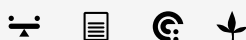
investigating the role and interactions of consumers and producers in the market (for example, using a simple circular flow of income model, demand, supply, price mechanism)



investigating how consumers rely on businesses to meet their needs and wants



examining how businesses respond to the demands of consumers (for example, preference for healthy, environment-friendly, organic or ethical products and services)




exploring why businesses might set a certain price for a product (for example, because that's what they think consumers will pay) and how they might adjust the price according to demand



considering how consumers might influence producers in other countries, such as those in the Asia region, to provide goods and services



Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives ([ACHASSK200 - Scootle](#) )

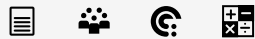


Elaborations

explaining the need for setting short- and long-term personal financial objectives and prioritising personal financial responsibilities and needs over wants



identifying ways short- and long-term personal financial objectives can be achieved (for example, through developing a budget and having a savings plan)




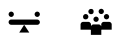
explaining how financial records (for example, income statements, balance sheets, budgets and cash flow statements) inform business decision-making



exploring ways that businesses manage finances and plan in the short- and long-term to achieve organisational and financial objectives (for example, by developing a business plan or borrowing to invest in the business)

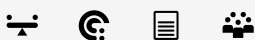


Characteristics of entrepreneurs and successful businesses ([ACHASSK201 - Scootle](#) )

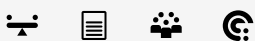


Elaborations

investigating well-known or familiar successful entrepreneurs and identifying the behaviours and skills that they bring to their business (for example, seeing and taking advantage of an opportunity; establishing a shared vision; demonstrating initiative, innovation and enterprise)



observing local businesses to identify factors that contribute to their success (for example, location, quality of service, a high-quality product, sound management practices)



Why individuals work, types of work and how people derive an income ([ACHASSK202 - Scootle](#) )



Elaborations

exploring different types of work (for example, full-time, part-time, casual, at home, paid, unpaid, unrecognised, volunteer)



investigating alternative sources of income such as through owning a business, being a shareholder, providing a rental service



discussing the ways people who have retired from employment earn an income (for example, age pension, superannuation and private savings)



Year 7 Content Descriptions

Historical Knowledge and Understanding

Overview of the ancient world

The following content is to be 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, approximately 60 000 BC (BCE) – c.650 AD (CE), 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 ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia
(ACOKFH001 - Scootle [↗](#))



the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)
(ACOKFH002 - Scootle [↗](#))



key features of ancient societies (farming, trade, social classes, religion, rule of law)
(ACOKFH003 - Scootle [↗](#))



Investigating the ancient past

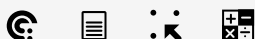
Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.

How historians and archaeologists investigate history, including excavation and archival research
(ACDSEH001 - Scootle [↗](#))



Elaborations

identifying different approaches to historical investigation such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating



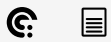
The range of sources that can be used in an historical investigation, including archaeological and written sources

(ACDSEH029 - Scootle [↗](#))



Elaborations

listing a range of sources (both archaeological and written) required in an historical investigation to develop a response to the question(s) being asked



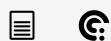
Methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains

(ACDSEH030 - Scootle [↗](#))



Elaborations

evaluating various methods for investigating the ancient past (for example, stratigraphy to date discoveries; DNA testing to identify past individuals from their remains (such as Egyptian mummies) as well as common diseases)



using a cross-sectional drawing of the earth's surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time (for example, a charcoal layer containing human remains and weapons may indicate the capture and destruction of an ancient settlement such as Troy)



The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources

(ACDSEH031 - Scootle [↗](#))



Elaborations

investigating the discovery of Mungo Woman in 1969 and the use of radiocarbon dating to draw conclusions about the longevity of human occupation at Lake Mungo



generating a range of questions to investigate a source (for example, a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)



The importance of conserving the remains of the [ancient](#) past, including the heritage of Aboriginal and Torres Strait Islander Peoples
(ACDSEH148 - Scootle [↗](#))

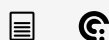


Elaborations

investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site such as Pompeii



explaining the UNESCO-led rescue mission to save the temples of Abu Simbel



The Mediterranean world

Students investigate ONE of these Mediterranean societies in depth: Egypt or Greece or Rome.

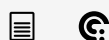
Egypt

Physical features of [ancient](#) Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002 - Scootle [↗](#))



Elaborations

describing the importance of the River Nile to Egyptian society (for example, inundation and farming, the worship of the god of the Nile, and the use of the Nile as a means of transportation)



Roles of key groups in [ancient](#) Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and [religion](#) (ACDSEH032 - Scootle [↗](#))



Elaborations

creating a graphic representation of the social structure of Egyptian society



outlining the rights of women (for example, in the areas of marriage, family life, work and education) and their responsibilities (that is, generally limited to the home and family)



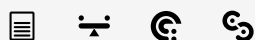
Significant beliefs, values and practices of the [ancient](#) Egyptians, with a particular emphasis on ONE of

the following areas: everyday life, warfare, or death and funerary customs ([ACDSEH033 - Scootle](#) )




Elaborations

investigating significant beliefs associated with death and funerary customs (for example, belief in an afterlife) and practices (for example, burial in tombs and techniques of mummification)



generating alternative explanations for the building of the pyramids at Giza

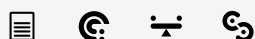



Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties ([ACDSEH034 - Scootle](#) )



Elaborations

explaining the nature of contact with other societies (for example, trade with Cyprus, Crete and Greece); and conflict (for example, the Battle of Kadesh in the New Kingdom that concluded with Ramses II's peace treaty with the Hittites)

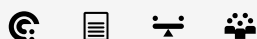


The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II ([ACDSEH129 - Scootle](#) )




Elaborations

examining the historical context, early life and achievements of a significant historical figure from ancient Egypt, and how they were perceived by their contemporaries



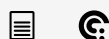
Greece


Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there ([ACDSEH003 - Scootle](#) )



Elaborations

describing the impact of the sea and mountain ranges of Ancient Greece on the development of self-governing city-states

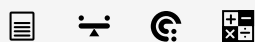


Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion ([ACDSEH035 - Scootle](#) )

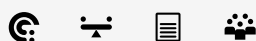



Elaborations

examining evidence of the social structure of Athenian or Spartan society (for example, the roles of citizens, women, slaves in Athenian society and the roles of Spartiates, Perioikoi and Helots in Spartan society)



outlining the rights of citizens in ancient Athens (for example, the right to vote), their responsibilities (for example, military service, attending assembly meetings) and the invention of freedom

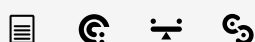


Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs ([ACDSEH036 - Scootle](#) )

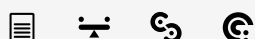


Elaborations

investigating the significant beliefs, values and practices of the ancient Greeks (for example, the Olympic Games or the Delphic Oracle)



investigating significant beliefs and values associated with warfare (for example, heroic ideals as revealed in the Iliad) and military practices (for example, army organisation, the hoplite phalanx and naval warfare)



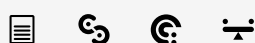
Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars)


([ACDSEH037 - Scootle](#) )



Elaborations

explaining the nature of contact with other societies (for example, the commodities that formed the trade with Egypt, Greek colonisation of the Mediterranean) and conflict (for example, the Persian Wars and the Battle of Salamis, the empire of Alexander the Great and the reach of Greek culture)

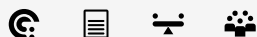


The role of a significant individual in ancient Greek history such as Leonidas or Pericles ([ACDSEH130 - Scootle](#) )



Elaborations

examining the historical context, early life and achievements of a significant historical figure from ancient Greece, and how they were perceived by their contemporaries



Rome

Physical features of [ancient Rome](#) (such as the River Tiber) and how they influenced the civilisation that developed there ([ACDSEH004 - Scootle](#)



Elaborations

describing the methods used by the Romans to manage resources (for example, the water supply through aqueducts and plumbing systems)

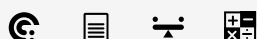


Roles of key groups in [ancient Roman society](#) (such as patricians, plebeians, women, slaves), including the influence of law and [religion](#) ([ACDSEH038 - Scootle](#)

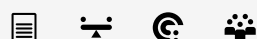


Elaborations

examining the evidence of the social structure of Roman society (for example, the roles of patricians, plebeians, women and slaves in the city of Rome) and the idea of Republican virtue and its historical resonance



describing the significance of slavery in the period of the Roman Empire (for example, the acquisition of slaves through warfare, the use of slaves as gladiators and agricultural labourers, and the rise of freedmen)

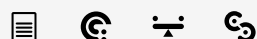



Significant beliefs, values and practices of the [ancient Romans](#), with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs ([ACDSEH039 - Scootle](#)



Elaborations

investigating significant beliefs associated with daily life (for example, the evidence of household religion) and practices (for example, the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres)



Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman [empire](#) (including its material remains), and the spread of religious beliefs ([ACDSEH040 - Scootle](#) )

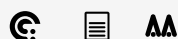



Elaborations

describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices (for example, the Pantheon of Gods (Greece), Isis (Egypt) and Mithras (Persia))



reading accounts of contacts between Rome and Asian societies in the ancient period (for example, the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus)



The role of a significant individual in [ancient](#) Rome's history such as Julius Caesar or Augustus ([ACDSEH131 - Scootle](#) )



Elaborations


examining the historical context, early life and achievements of a significant historical figure from ancient Rome, and how they were perceived by their contemporaries



The Asian world

Students investigate ONE of these Asian societies in depth: India or China

India

Physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there ([ACDSEH006 - Scootle](#) )



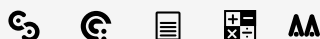
Elaborations

describing how harmonious relationships with the natural world were reflected in Indian belief systems (for example, Hinduism, Buddhism and Jainism)



creating a graphic representation of the extent of India as a political unit at this time (for example, its diverse climatic and geographical features, types and location of food production, areas of high- and

low-density population)



Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and [religion \(ACDSEH044 - Scootle\)](#)



Elaborations

creating a graphic representation of the social structure of Indian society



explaining the social structure of India, including the role of Brahmins – priests, teachers; Kshatriyas – kings, warriors; Vaishyas – merchants, artisans; Shudras – labourers, peasants



Significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs ([ACDSEH045 - Scootle](#))

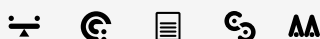


Elaborations

investigating the significant beliefs, values and practices of Indian society associated with, for example, the role of the family and religious ceremonies (such as rites of passage for boys and men; rites of passage for girls and women; marriage rites)



investigating the significant beliefs, values and practices of Indian society associated with death and funerary customs (for example, cremation, the use of professional mourners, the construction of stupas)




Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan [Empire](#) (including its material remains), and the spread of philosophies and beliefs ([ACDSEH046 - Scootle](#))



Elaborations

examining the extent of Indian contact with other societies such as the Persians under Cyrus, the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the material remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; the spread of Hinduism and Buddhism



The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka
([ACDSEH133 - Scootle](#) )




Elaborations

examining the historical context, early life and achievements of a significant historical figure from India in this period, and how they were perceived by their contemporaries



China


Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there ([ACDSEH005 - Scootle](#) )



Elaborations

describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade

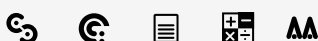


Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion ([ACDSEH041 - Scootle](#) )




Elaborations

creating a graphic representation of the social structure of Chinese society



outlining the rights and responsibilities of women (for example, in the areas of marriage, family life, work and education)




Significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs ([ACDSEH042 - Scootle](#) )



Elaborations

investigating the significant beliefs, values and practices of Chinese society associated with daily life (for example, irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs)

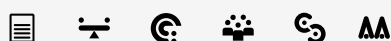



Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs ([ACDSEH043 - Scootle](#) )



Elaborations

explaining the rise of imperial China (for example, the use of chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's The Art of War)



The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang ([ACDSEH132 - Scootle](#) )




Elaborations

examining the historical context, early life and achievements of a significant historical figure from China in this period, and how they were perceived by their contemporaries



Historical Skills

Chronology, terms and concepts

Sequence historical events, developments and periods ([ACHHS205 - Scootle](#) )



Elaborations

identifying the approximate beginning and end dates of ancient societies and the periods of time when they coexisted



Use historical terms and concepts ([ACHHS206 - Scootle](#) )



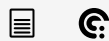
Elaborations

defining and using terms such as BC (Before Christ), AD (anno Domini), BCE (Before Common Era),

and CE (Common Era); prehistory (before the period of textual recording) and history (the period beginning with named individuals and textual recording)



defining and using concepts such as slavery, divine right, source (where a historian finds information) and evidence (the information that is used by the historian)



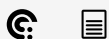
Historical questions and research

Identify a range of questions about the past to inform a [historical inquiry \(ACHHS207 - Scootle\)](#)



Elaborations

posing a key question such as: 'How were the pyramids at Giza built?' and understanding that there may not be a definitive answer; identifying related questions to inform the inquiry including: 'What evidence is there?' 'What theories have been developed?'



posing questions of sources such as: 'Where does it come from?' 'How do we know?' 'What information does it provide?' 'What other sources might be needed?'



identifying steps in the research process (for example, identifying information needed, locating that information, recording relevant information from sources)

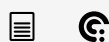


Identify and locate relevant sources, using ICT and other methods ([ACHHS208 - Scootle](#))



Elaborations

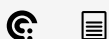
compiling a list of different sources (for example, papyrus scrolls, coins, statues, human remains)



using web search techniques to refine a search for information/images related to a historic site (for example, use of place names, dates and search words such as 'photo gallery')

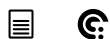


identifying information within a source that can be used as evidence to support an interpretation



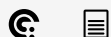
Analysis and use of sources

Identify the origin and purpose of primary and [secondary sources \(ACHHS209 - Scootle !\[\]\(4729e517bc6a7cd81c8025b9646574fb_img.jpg\)](#))



Elaborations

responding to questions about photographs, artefacts, stories, buildings and other sources to explain the past such as: 'Who wrote/produced this?' 'When?' 'Why?' 'What does it show about the past?'



discussing the difficulties in identifying the origin and purpose of some sources (for example, the Kimberley Bradshaw paintings)



differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)



Locate, compare, select and use information from a range of sources as [evidence \(ACHHS210 - Scootle !\[\]\(0d5ec72f61334709c3fc9450209b754f_img.jpg\)](#))

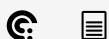


Elaborations

creating categories (that is, concepts) with which to organise information obtained from sources



identifying a range of archaeological sources (for example, the physical remains of the Colosseum, gladiatorial equipment such as helmets, mosaics showing gladiatorial combat, written accounts of what happened in the Colosseum)



Draw conclusions about the usefulness of sources ([ACHHS211 - Scootle !\[\]\(5d954b3e270654ad8ab0d5913161c03c_img.jpg\)](#))

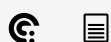


Elaborations

recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society



distinguishing between a fact (for example, 'some gladiators wore helmets') and an opinion (for example, 'all gladiators were brave')



using strategies to detect whether a statement is fact or opinion, including word choices that may indicate an opinion is being offered (for example, the use of conditionals 'might', 'could', and other words such as 'believe', 'think', 'suggests')



Perspectives and interpretations

Identify and describe points of view, attitudes and values in primary and [secondary sources](#) (ACHHS212 - Scootle [↗](#))



Elaborations

identifying the possible meaning of images and symbols in primary sources



identifying the perspective in a historical source, such as the saying of Confucius, 'women and underlings are especially difficult to handle', and discussing the values and attitudes of the society that produced it



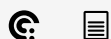
Explanation and communication

Develop texts, particularly descriptions and explanations that use [evidence](#) from a range of sources that are acknowledged (ACHHS213 - Scootle [↗](#))



Elaborations

outlining the significance of a past event, providing reasons for the event and referring to relevant evidence



describing the social structure of the ancient society, using evidence from sources such as artwork and written accounts



Use a range of communication forms (oral, graphic, written) and digital technologies

(ACHHS214 - Scootle [↗](#))



Elaborations


creating an audiovisual presentation, using ICT, to recreate and show the specific features of an ancient battle, temple, pyramid complex or burial site



Year 7 Content Descriptions

Geographical Knowledge and Understanding

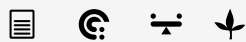
Unit 1: Water in the world

Classification of [environmental resources](#) and the forms that water takes as a resource ([ACHGK037 - Scootle](#) )

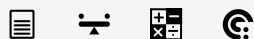



Elaborations

classifying resources into renewable, non-renewable and continuous resources, and investigating examples of each type



describing how water is an available resource when it is groundwater, soil moisture (green water), and surface water in dams, rivers and lakes (blue water), and a potential resource when it exists as salt water, ice or water vapour



The way that flows of water connects places as it moves through the [environment](#) and the way this affects places ([ACHGK038 - Scootle](#) )



Elaborations

explaining how the movement of water through the environment connects places (for example, the melting of snow in spring feeding rivers and dams downstream)




investigating the environmental, economic and social uses of water and the effects of water as it connects people and places (for example, the effects of water diversion in the Snowy Mountains)



investigating the importance of environmental flows



The quantity and variability of Australia's water resources compared with other continents ([ACHGK039 - Scootle](#) )



Elaborations

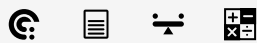
investigating the main causes of rainfall and applying their knowledge to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall



interpreting the spatial distribution of rainfall in Australia and comparing it with the distribution of that of other continents



using the concept of the water balance to compare the effects of rainfall, run-off and evaporation on the availability of water in Australia and other continents



The nature of [water scarcity](#) and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa ([ACHGK040 - Scootle](#))



Elaborations

investigating the causes of water scarcity (for example, an absolute shortage of water (physical), inadequate development of water resources (economic), or the ways water is used)



discussing the advantages and disadvantages of strategies to overcome water scarcity (for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter-regional transfer of water and trade in virtual water, and reducing water consumption)



examining why water is a difficult resource to manage and sustain (for example, because of its shared and competing uses and variability of supply over time and space)



investigating whether the use of water in their place is sustainable



investigating land use management practices that have adversely affected water supply, such as land clearing and some farming practices



Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres

Strait Islander Peoples and peoples of the Asia region ([ACHGK041 - Scootle](#))

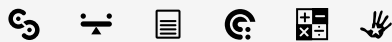


Elaborations

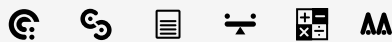
examining and comparing places in Australia and countries of the Asia region that have economies and communities based on irrigation (for example, rice production in the Murrumbidgee Irrigation Area in NSW and the Mekong Delta in Vietnam)



exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterways, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples



examining bays, rivers, waterfalls or lakes in Australia and in countries of the Asia region that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value



investigating the spiritual significance of water in an Asian culture



Causes, impacts and responses to an atmospheric or hydrological hazard ([ACHGK042 - Scootle](#))

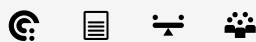


Elaborations

explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods



explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard



Unit 2: Place and liveability

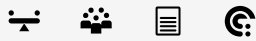
Factors that influence the decisions people make about where to live and their perceptions of the liveability of places ([ACHGK043 - Scootle](#))



Elaborations

investigating their and others' interpretations of the concept of liveability and choices about where to

live (for example, connections to cultural groups, adolescent 'bright lights' attraction, retiree tree change and families with children locating near schools, and other facilities)



discussing the concept of liveability and the ways it is measured and comparing objective measures such as transportation infrastructure with subjective measures such as people's perceptions




comparing student access to and use of places and spaces in their local area and evaluating how this affects perceptions of liveability



discussing that many Aboriginal and Torres Strait Islander Peoples choose to live on their Country/Place or might prefer to if they had the choice



The influence of accessibility to services and facilities on the [liveability](#) of places ([ACHGK044 - Scootle](#) )



Elaborations

comparing accessibility to and availability of a range of services and facilities between different types of settlements (urban, rural and remote) in Australia and other countries (for example, access to clean water, sanitation, education and health services)



examining the role transport plays in people's ability to access services and participate in activities in the local area



comparing transportation and accessibility in Australian cities with cities in countries of the Asia region or Europe



The influence of [environmental quality](#) on the [liveability](#) of places ([ACHGK045 - Scootle](#) )



Elaborations

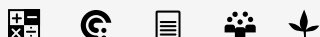
researching the effects of air pollution on the liveability of cities



explaining the importance of water quality to the liveability of places, now and into the future



investigating the concept of environmental quality and surveying the environmental quality of their local area and its effect on liveability



The influence of [social connectedness](#) and community identity on the [liveability](#) of [place](#) (ACHGK046 - Scootle [↗](#))

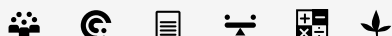


Elaborations

discussing the different types of places where people can feel included or excluded, safe or threatened, and evaluating how this affects perceptions about liveability of places



investigating the extent to which people in their place are socially connected or socially isolated and its effect on liveability

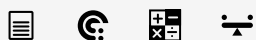


Strategies used to enhance the [liveability](#) of places, especially for young people, including examples from Australia and Europe (ACHGK047 - Scootle [↗](#))



Elaborations

researching methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality



developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area) or traditional owners (for example, developing bilingual signage or Indigenous garden projects in the local area)



discussing the impact of housing density on the liveability of places



examining whether liveability and environmental sustainability can be enhanced at the same time



Geographical Inquiry and Skills

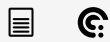
Observing, questioning and planning

Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts ([ACHGS047 - Scootle](#))



Elaborations

developing questions about an area of focus in the geographical knowledge and understanding strand (for example, the causes of water scarcity or factors affecting the liveability of a place)



developing questions to investigate patterns of spatial distribution of rainfall in Australia and other places



using a range of methods, including digital technologies, to plan and conduct an information search about the quantity and variability of water in Australia and another country from another continent



Collecting, recording, evaluating and representing

Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical [data](#) and information, using [ethical protocols](#), from appropriate primary and [secondary sources](#) ([ACHGS048 - Scootle](#))



Elaborations

gathering relevant data from a range of primary sources (for example, from observation and annotated field sketches, surveys and interviews, or photographs) about the impacts of and responses to a hydrological hazard, or the factors influencing decisions people make about where to live



collecting geographical information from secondary sources (for example, thematic maps, weather maps, climate graphs, compound column graphs and population pyramids, reports, census data and the media)



applying ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities



considering the reliability of primary and secondary data by finding out how and when it was collected, by whom and for what purpose



Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies ([ACHGS049 - Scootle](#))

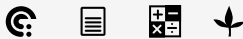


Elaborations

constructing tables, graphs, maps and diagrams to represent the data collected about water scarcity and liveability of places



creating an annotated diagram to show: how water flows through the environment and connects places; or the influence of environmental quality on the liveability of places

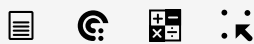


Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate ([ACHGS050 - Scootle](#))



Elaborations


creating a map to show the spatial distribution and patterns of liveability, using computer mapping software



developing a map to show the spatial distribution of measures of the liveability of their own place, or a selected hydrological hazard in Australia and another region of the world



Interpreting, analysing and concluding

Interpret geographical **data** and other information using qualitative and **quantitative methods**, and digital and **spatial technologies** as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships ([ACHGS051 - Scootle](#) )



Elaborations

using aerial images of contrasting places to identify differences in housing density



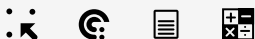
using graphs, weather maps and satellite images to examine the temporal and spatial patterns of a selected hydrological hazard in Australia and another region of the world (for example, countries of the Asia region or of the Pacific region)




interpreting various types of maps (for example, weather, isopleth, topographic, political, thematic, diagrammatic)



using digital maps and overlays of an area to observe, describe and contrast the spatial associations of geographical phenomena (for example, the relationship between economic activities and river systems and the availability of surface water)



Apply geographical concepts to draw conclusions based on the analysis of the **data** and information collected ([ACHGS052 - Scootle](#) )




Elaborations

reviewing the results of an analysis to propose an answer to an inquiry question, using as an organiser at least one of the concepts of place, space, environment, interconnection, sustainability, scale or change



Communicating

Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate ([ACHGS053 - Scootle](#) )




Elaborations

presenting a report, supported by graphic representations, to communicate a reasoned argument

(for example, to propose actions to ensure future water security)



Reflecting and responding

Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS054 - Scootle](#) )

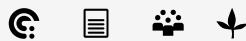


Elaborations

reflecting on personal values and attitudes and how these influence responses to an issue (for example, the effect of perceptions of crime on liveability)



proposing actions to respond to geographical issues related to environmental and economic sustainability (for example, ensuring a sustainable supply of water, after considering the possible outcomes for different groups)

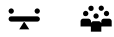


Year 7 Content Descriptions

Civics and Citizenship Knowledge and Understanding

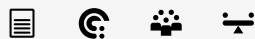
Government and democracy

The key features of government under the Australian [Constitution](#) with a focus on: the [separation of powers](#), the roles of the [Executive](#), the Houses of Parliament, and the [division of powers](#) ([ACHCK048 - Scootle](#) )

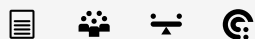


Elaborations

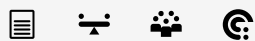
exploring the concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power



using an issue such as water management, education or health to explore the division of powers between state/territory and federal levels of government and identifying the way that conflicts between state laws and Commonwealth laws are resolved



describing the role of the Governor-General, the different roles of the House of Representatives and the Senate, the Prime Minister, ministers or the Cabinet and courts



identifying the principles of representative and responsible government that underpin the Australian Constitution




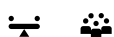
identifying the composition of the Legislature (the Queen, represented by the Governor-General, and the Senate and the House of Representatives), Executive (the Queen, represented by the Governor-General, Prime Minister and ministers) and Judiciary (the High Court and other federal courts)



discussing how ministers are subject to the scrutiny of other members of the parliament led by an officially recognised opposition



The process for constitutional change through a [referendum](#) ([ACHCK049 - Scootle](#) )



Elaborations

describing the process by which referendums to change the Australian Constitution are initiated and decided




exploring examples of attempts to change the Australian Constitution by referendum (for example, the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999)



discussing the advantages and disadvantages of having a Constitution that can only be amended by referendum



Laws and citizens

How Australia's legal system aims to provide justice, including through the [rule of law](#), presumption of innocence, [burden of proof](#), right to a fair trial and right to legal representation ([ACHCK050 - Scootle](#) )

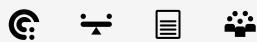


Elaborations

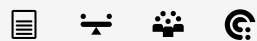
discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors



exploring how Australians can receive access to justice and legal representation, such as through legal aid



discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof



Citizenship, diversity and identity

How Australia is a [secular](#) nation and a [multi-faith](#) society with a Christian heritage ([ACHCK051 - Scootle](#) )



Elaborations

defining the terms 'secular', 'multi-faith' and 'diverse society' and discussing their relevance to

Australia today



identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources




exploring the diversity of spiritualities among Aboriginal and Torres Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam



appreciating the cultural and historical foundations of Australia's Christian heritage



How values, including freedom, respect, inclusion, [civility](#), responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society ([ACHCK052 - Scootle](#) )




Elaborations

identifying values shared by Australians and deciding which ones could also be considered universal values



identifying how human rights values are consistent with Australian values

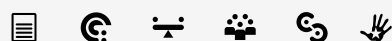


How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa ([ACHCK053 - Scootle](#) )



Elaborations

investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole



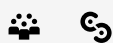
discussing how stereotypes are linked with people's cultural identity (for example, clothes, accent/language, media representations)



considering how Australia's location in the Asian region influences interactions between Australians and those living in the region



discussing how belonging to a religious or cultural group can provide a sense of belonging and how this group membership can shape an individual's identity



identifying the different ways that cultural and religious groups express their beliefs, identity and experiences (for example, through customs, practices, symbols, language, traditions and art, and virtual communities)



Civics and Citizenship Skills

Questioning and research

Develop a range of questions to investigate Australia's political and legal systems

(ACHCS054 - Scootle [↗](#))



Elaborations

developing a key question such as 'How does the law protect all individuals?' and related questions to inform the investigation (for example, 'What is the presumption of innocence?')



considering current events to generate ideas for research



Identify, gather and sort information and ideas from a range of sources (ACHCS055 - Scootle [↗](#))

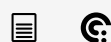


Elaborations


using a range of sources of information to show religious diversity in Australia, such as articles, graphs, charts and statistics



categorising information under headings that are the focus for research



Analysis, synthesis and interpretation

Critically analyse information and ideas from a range of sources in relation to [civics](#) and [citizenship](#) topics and issues ([ACHCS056 - Scootle](#) )

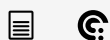


Elaborations

analysing how information can be used selectively to persuade citizens (for example, in a debate about a suggested constitutional change)



evaluating data from a survey to draw conclusions about a current event or issue



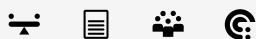
Problem-solving and decision-making

Appreciate multiple perspectives and use strategies to mediate differences ([ACHCS057 - Scootle](#) )




Elaborations

identifying the influences or circumstances that may have informed different perspectives about a civics and citizenship issue



identifying where there is a common understanding or points of agreement in a discussion as a basis for resolving a conflict or differences

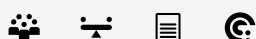


Use democratic processes to reach consensus on a course of action relating to a [civics](#) or [citizenship](#) issue and plan for that action ([ACHCS058 - Scootle](#) )



Elaborations

developing a plan of action that incorporates a consultation process to ensure a range of views are heard and people are provided with opportunities to respond



Communication and reflection

Present evidence-based [civics](#) and [citizenship](#) arguments using subject-specific language ([ACHCS059 -](#)

Scoutle 



Elaborations

using appropriate terms and concepts such as rule of law, separation of powers and secular nation



using digital technologies and graphic displays for a specific audience, purpose and context (for example, to argue the case for a constitutional change)



Reflect on their role as a [citizen](#) in Australia's [democracy](#) (ACHCS060 - [Scoutle](#) 



Elaborations

recognising their own emotional reactions when interacting with people who are different from them



raising awareness of different perspectives (for example, about sustainability challenges)



Year 7 Content Descriptions

Economics and Business Knowledge and Understanding

The ways consumers and producers interact and respond to each other in the [market \(ACHEK017 - Scootle !\[\]\(e2376d476d06eb31946dc01a69a4403a_img.jpg\)\)](#)



Elaborations

investigating how consumers rely on businesses to meet their needs and wants



examining how businesses respond to the demands of consumers (for example, preference for healthy options, environmentally friendly packaging or organic food)



exploring why businesses might set a certain price for a product (for example, because that's what they think consumers will pay) and how they might adjust the price according to demand



considering how consumers might influence producers in other countries, such as those in the Asia region, to provide goods and services



investigating the role and interactions of consumers and producers in the market (for example, using a simple circular flow of income model, demand, supply, price mechanism)

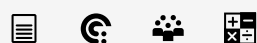


Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives ([ACHEK018 - Scootle !\[\]\(e50091943b385fe16d3277389202856f_img.jpg\)\)](#)



Elaborations

identifying ways short- and long-term personal financial objectives can be achieved, for example through developing a budget and having a savings plan



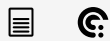
explaining the need for setting short- and long-term personal financial objectives and prioritising personal financial responsibilities and needs over wants




explaining how financial records such as income statements, balance sheets, budgets and cash flow statements inform business decision-making



exploring ways that businesses manage finances and plan in the short- and long-term to achieve organisational and financial objectives (for example, by developing a business plan or borrowing to invest in the business)

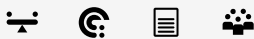


Characteristics of entrepreneurs and successful businesses ([ACHEK019 - Scootle](#) )



Elaborations

investigating successful entrepreneurs and identifying the behaviours and skills that they bring to their business (for example, seeing and taking advantage of an opportunity, establishing a shared vision; demonstrating initiative, innovation and enterprise)



observing local businesses to identify factors that contribute to their success (for example, location, quality of service, a high-quality product, sound management practices)

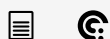


Why individuals work, types of work and how people derive an income ([ACHEK020 - Scootle](#) )

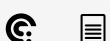


Elaborations

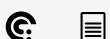
investigating the contribution that work can make to an individual (for example, earning an income, contributing to an individual's self-esteem, contributing to the community, material and non-material living standards and happiness)



exploring different types of work such as full-time, part-time, casual, at home, paid, unpaid, unrecognised, volunteer



investigating alternative sources of income such as through owning a business, being a shareholder, providing a rental service



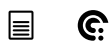
discussing the ways people who have retired from employment earn an income (for example, age pension, superannuation and private savings)



Economics and Business Skills

Questioning and research

Develop questions about an economic or [business](#) issue or event, and plan and conduct an investigation or project ([ACHES021 - Scootle](#) )

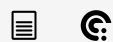


Elaborations

developing questions to form the basis of an economic or business investigation (for example, 'Why do people work?', 'Why is it important to plan ways to achieve personal financial objectives?', 'Why are consumers and producers reliant on each other?', 'How can a business achieve success in the market?')



identifying the steps needed for an investigation and the resources needed



Gather relevant data and information from a range of digital, online and print sources

([ACHES022 - Scootle](#) )



Elaborations

identifying sources of data and information (for example, Australian Bureau of Statistics for information on types of employment (full-time, part-time, casual))



Interpretation and analysis

Interpret data and information displayed in different formats to identify relationships and trends

([ACHES023 - Scootle](#) )



Elaborations

interpreting tables, charts and graphs containing economic or business data to identify trends (for


example, to answer the question: 'To what extent has the number of people in casual work increased?')



using data to make predictions about future trends (for example, the trend of shopping online, trends in working hours or how people work)



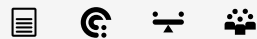
Economic reasoning, decision-making and application

Generate a range of alternatives in response to an observed economic or [business](#) issue or event, and evaluate the potential costs and benefits of each alternative ([ACHES024 - Scootle](#) )




Elaborations

examining the trade-offs involved in making choices about how to earn an income (for example, working as an employee or owning your own business)



identifying the costs and benefits associated with alternatives (for example, the costs and benefits of being an employee compared with being a business owner)



Apply [economics](#) and [business](#) knowledge, skills and concepts in familiar and new situations ([ACHES025 - Scootle](#) )



Elaborations

creating simple budgets to achieve specific financial goals and using digital and online tools to keep financial records in a 'real-life' context




applying enterprising behaviours to a class activity (for example, by taking on a leadership role in a project, establishing goals, accepting responsibility, and negotiating and working with others during the investigation)



identifying links between entrepreneurial behaviour and successful businesses



Communication and reflection

Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions ([ACHES026 - Scootle](#) )

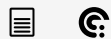


Elaborations

communicating findings in different formats such as graphs, tables, spreadsheets, visual displays and reports



using economics and business terms when presenting conclusions such as market, workforce, income, financial objectives, entrepreneurial behaviours and skills, costs and benefits



discussing the consequences of an economic or business decision, and reflecting on the effect of alternative actions

