# The Australian
# **Curriculum**

| Learning areas | Humanities and Social Sciences |
|---|---|
| Subjects | HASS,History,Geography,Civics and Citizenship,Economics and Business |
| Year levels | Year 8 |

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# Year 8 Content Descriptions

## Historical Knowledge and Understanding

### Overview of the ancient to modern world

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, c.650 AD (CE) – 1750, 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 to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:

the transformation of the Roman world and the spread of Christianity and Islam
(ACOKFH008 - Scootle ↗)

key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)
(ACOKFH009 - Scootle ↗)

the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment)
(ACOKFH010 - Scootle ↗)

### The Western and Islamic world

Students investigate ONE of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy.

### The Ottoman Empire (c.1299 – c.1683)

The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009 - Scootle ↗)

Elaborations

describing the way of life of people in the Ottoman Empire (for example, the role of the coffee house and bazaar or marketplace, the power and responsibility of the Sultan to ensure that justice was served within society)
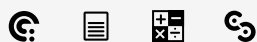
Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture (ACDSEH053 - Scootle ⬈)

Elaborations

describing Ottoman art and architecture (for example, the Selimiye Mosque in the city of Edirne in Turkey, and Islamic geometric design)
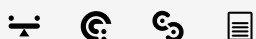
Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054 - Scootle ⬈)

Elaborations

outlining the millet system that regarded non-Muslim people as subjects, but as not being subject to Muslim law

explaining the tolerance of the Ottomans towards Christians and Jews

The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055 - Scootle ⬈)

Elaborations

investigating the achievements of individuals (for example, Selim I in establishing the empire and capturing Jerusalem; or Suleiman the Magnificent in expanding the empire to Belgrade in Europe)

### Renaissance Italy (c.1400 – c.1600)

The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010 - Scootle ⬈)

Elaborations

describing the way of life of people in Renaissance Italy (for example, the role of men in tending the fields or merchant shops, the influence of government in particular city-states, for example Naples – a monarchy, Florence – a republic)

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Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning (ACDSEH056 - Scootle ↗)

Elaborations

describing the work of Leonardo da Vinci (for example, his artworks Mona Lisa and The Last Supper and inventions: a rudimentary helicopter and solar power); the work of Michelangelo (for example, the Sistine Chapel paintings, David, Pietà); the thinking of Copernicus (for example, astronomy – seeing the sun as the centre of the universe); and the invention of the printing press
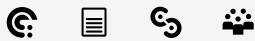
investigating learning in the Renaissance period (for example, humanism, astrology, alchemy, the influence of ancient Greece and Rome)

Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057 - Scootle ↗)

Elaborations

explaining the influence of the Medici family in Florence as bankers and merchants, and their patronage of the arts

The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (ACDSEH058 - Scootle ↗)

Elaborations

investigating the achievements of Galileo (for example, improvements in the telescope and his astronomical observations)
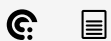
The spread of Renaissance culture to the rest of Europe, and its legacy (ACDSEH059 - Scootle ↗)

Elaborations

outlining the spread of Renaissance culture to England (for example, the rise of literature through Shakespeare)

**The Vikings (c.790 – c.1066)**

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007 - Scootle ↗)
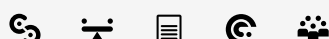
Elaborations

locating Viking lands in Scandinavia (Denmark, Norway and Sweden)

describing the way of life of the Vikings (for example, living in a cold and harsh environment; the importance of farming and raids; the significance of honour in Viking warrior society)

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047 - Scootle ↗)

Elaborations

describing Viking craft with particular emphasis on the production of weapons (for example, swords, battle axes and helmets)
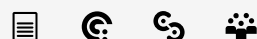
outlining the key role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the adoption of Christianity during the Viking period

investigating the construction of longboats and their role in exploration, including innovations in keel and sail design.

describing evidence of Viking trade between Russia (Kiev) and the east (through Constantinople)

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048 - Scootle ↗)

Elaborations

explaining the attacks on monasteries (for example, Lindisfarne (793 AD/CE) and Iona (795 AD/CE)), and reviewing the written accounts by monks that contributed to the Vikings' reputation for pillage and violence

explaining the survival of a heroic Iron Age society in Early Medieval Ireland, as described in the vernacular epics, and its transformation by the spread of Christianity; the influence of the Vikings; the Anglo-Norman conquest

investigating the remains of Viking settlements (for example, Dublin (Ireland) and Jorvik (York))

The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049 - Scootle ↗)
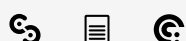
Elaborations

outlining Erik the Red's development of Viking settlements in Eastern and Western Greenland in 985 CE

comparing the artefacts discovered at L'Anse aux Meadows in Newfoundland (Canada) with Viking artefacts as possible evidence that the Vikings had discovered America 500 years before Christopher Columbus
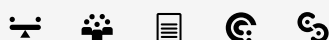
## Medieval Europe (c.590 – c.1500)

The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008 - Scootle ↗)

Elaborations

describing the structure of feudal society (for example, the role and responsibilities of the king, nobles, church, knights and peasants)

Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050 - Scootle ↗)

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## Elaborations

describing the features of castles and churches of the period (for example, Warwick Castle in England and Notre Dame Cathedral in Paris) as examples of the Church's power in terms of its control of wealth and labour
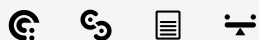
researching inventions and developments in the Islamic world and their subsequent adoption in the Western world

recognising that the medieval manuscripts of monastic scribes contributed to the survival of many ancient Greek and Roman literary texts

examining the religious nature of illuminated manuscripts and how they were the product of a complex and frequently costly process

listening to the Gregorian chants of Western Christianity and exploring how they reflect the nature and power of the Church in this period

Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051 - Scootle ↗)

## Elaborations

investigating different types of crime and punishment (for example, trial by combat as a privilege granted to the nobility; being hung, drawn and quartered as a punishment for heinous crimes such as treason, and the use of the ducking stool as a punishment for women) and in what ways the nature of crime and punishment stayed the same, or changed over time
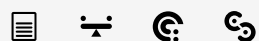
Dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052 - Scootle ↗)

## Elaborations

explaining why Charlemagne was a significant figure in Medieval Europe, such as his expansion of

the Frankish kingdom and his support of the Church

📝  🔗  🔗  👥

## The Asia-Pacific world

Students investigate ONE of these Asia-Pacific societies in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific. N.B. Where appropriate, this depth study may include some reference beyond the end of the period c.1750.

## Angkor/Khmer Empire (c.802 – c.1431)

The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king ) (ACDSEH011 - Scootle ↗)

🔗  🔗  🔗  👥  𝖠𝖠

Elaborations

describing the way of life in the Khmer Empire through stone carvings and the writings of the Chinese Ambassador Zhou Daguan (for example, in relation to fishing, trading in markets, temple construction)

🔗  🔗  📝  👥  𝖠𝖠

Reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060 - Scootle ↗)

🔗  🔗  𝖠𝖠

Elaborations

explaining how being revered as the 'god-king' or 'deva-raja' enabled the Khmer kings to rule over the empire with absolute authority, thereby enhancing their ability to mobilise manpower to defend the empire as well as to invade neighbours

👥  📝  🔗  🔗  🔗  𝖠𝖠

Cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061 - Scootle ↗)

🔗  🔗  𝖠𝖠

Elaborations

describing the main features of the water management system at Angkor (for example, the extensive use of reservoirs and canals)

👥  📝  🔗  🔗  𝖠𝖠  🌱

Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062 - Scootle ↗)

🔗  🔗  𝖠𝖠  🌱

Elaborations

exploring theories about the decline of the Khmer civilisation (for example, the development of an unstable climate such as drought and monsoons; the rise of Theravada Buddhism; the breakdown of Angkor's water management system)

### Japan under the Shoguns' (c.794 – 1867)

The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012 - Scootle ↗)

Elaborations

describing the way of life in feudal Japan under the shoguns (for example, 'bushido' – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts, and honour)
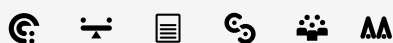
The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade (ACDSEH063 - Scootle ↗)

Elaborations

describing the relationship between the emperor, shogun, daimyo (lords), samurai (warriors), workers (for example, farmers, artisans and traders)

explaining reasons for Japan's closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry's visit in 1853

The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064 - Scootle ↗)

Elaborations

investigating the demand for available land and the patterns of land use in the period

outlining the attempts by the Tokugawa Shogunate to curb deforestation (for example, imposing heavy regulations on farmers; managing the harvesting of trees; and using new, lighter and more efficient construction techniques)

Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065 - Scootle [↗])
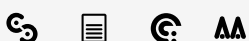
Elaborations

describing internal pressures in shogunate Japan (for example, the rise of a commercial class at the expense of the samurai, peasant uprisings such as Osaka 1837, and famine)

describing the increasing exposure to Western technology and ideas (for example, the establishment of a naval school with Dutch instructors, the translation of Western books)

evaluating the significance of the Meiji Restoration of 1868 AD (CE) that restored imperial rule to Japan

**The Polynesian expansion across the Pacific (c.700 – 1756)**

Theories about the origin and spread of Polynesian settlers throughout the Pacific
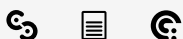(ACDSEH013 - Scootle [↗])

Elaborations

locating Polynesia on a map, tracing the expansion of Polynesian settlers throughout the Pacific, and considering how they made their journeys

outlining different theories about the expansion (for example, west/east and east/west movement, the expansion as accidental versus intentional)

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066 - Scootle [↗])

Elaborations

describing the way of life of Easter Island (Rapa Nui) society (for example, fishing by the men, links between the household and the extended clan through the exchange of goods, wives and labour; the

use of stone tools)

Cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067 - Scootle ↗)

Elaborations

investigating the construction of the moai (giant statues) on Easter Island (Rapa Nui), the techniques used to make and transport them, and theories about their meaning (for example, representations of dead ancestors or chiefs)

The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068 - Scootle ↗)

Elaborations

researching the extinction of the moa in New Zealand as a result of hunting and habitat decline
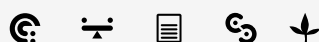
explaining the significance of Rahui as a way of prohibiting the collection of resources, to ensure their sustainability

evaluating the evidence for theories about the deforestation of Easter Island (Rapa Nui)

### Expanding contacts

Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.

### Mongol expansion (c.1206 – c.1368)
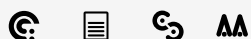
The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan)

(ACDSEH014 - Scootle ↗)

Elaborations

describing the nomadic nature of Mongol life and the rise of Temujin (Genghis Khan) who united all Mongol tribes in 1206 AD (CE)

The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes

(ACDSEH077 - Scootle ↗)

Elaborations

outlining Genghis Khan's use of decimal organisation in his army and his policies for governing his empire (for example, codifying laws, banning the killing of animals in the breeding season, supporting religious freedom and expanding trade)

The extent of the Mongol expansion as one of the largest land empires in history
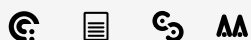
(ACDSEH078 - Scootle ↗)

Elaborations

mapping the expansion of the Mongol empire across Asia and Europe

describing the way of life in Mongolia and its incorporation into Chinese life (for example, agriculture – domestication of animals such as horses, camels and cattle; food – dried meat and yoghurt; and housing – yurts)

The consequences of the Mongol expansion, including its impact on life in China during and after the Mongol conquest and contributions to European knowledge and trade routes

(ACDSEH079 - Scootle ↗)

Elaborations

explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade (for example, the use of paper money and coinage; the growing number of European merchants travelling to China)

examining life in China before, during and after the Mongol conquest

### The Black Death in Asia, Europe and Africa (14th century plague)

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015 - Scootle ↗)

Elaborations

investigating living conditions in London in the fourteenth century (for example, the lack of sanitation, crowded housing); the extent of medical knowledge (for example, based on Hippocrates' theory); and beliefs about the power of God (for example, that diseases were a punishment of God)
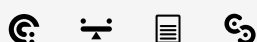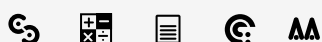
The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069 - Scootle ↗)

Elaborations

mapping the spread of the Black Death (Asia, Africa, Europe) in the fourteenth century CE

Causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070 - Scootle ↗)

Elaborations

explaining reactions to the Black Death (for example, the emergence of flagellants – those who would whip themselves to be free of sin – and the persecution of Jewish people)
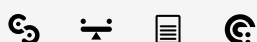
The immediate- and long-term effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071 - Scootle ↗)
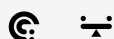
Elaborations

using studies of church records from the period to identify the effect of the Black Death on human populations and to consider the reliability of these statistics

investigating the effects of the Black Death on society (for example, labour shortages, peasant uprisings, the weakening of feudal structures and increased social mobility)

categorising the effects of the Black Death as either short term or long term and drawing conclusions about the severity of the Black Death

### The Spanish conquest of the Americas (c.1492 – c.1572)

Pre-Columbian life in the Americas, including social organisation, city life and beliefs

(ACDSEH016 - Scootle ↗)

**Elaborations**

describing the social organisation of the Aztecs (for example, nobility, slaves); their beliefs (for example, worship of a number of gods and the need to make human sacrifices to appease these gods); life in the capital city Tenochtitlan
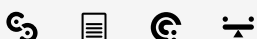
When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073 - Scootle ↗)

**Elaborations**

explaining the arrival of Spanish conquistadores in Mexico and Peru from 1510 AD (CE) (Balboa) to 1531 (Pizarro), and their reasons (for example, seeking wealth, claiming land for their king, converting the local populations to Christianity, sense of adventure)
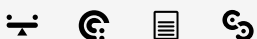
The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074 - Scootle ↗)

**Elaborations**

describing encounters between Hernán Cortés and the Aztecs, as well as the siege of Tenochtitlan
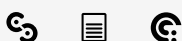
The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world (ACDSEH075 - Scootle ↗)

**Elaborations**

investigating the impact of conquest on the indigenous populations of the Americas (for example, the

introduction of new diseases, horses and gunpowder) and the wider world (for example, the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe and increased wealth in Europe)
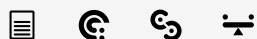
explaining the longer-term effects of conquest and colonisation on the indigenous populations of the Americas (for example, the unequal distribution of land and wealth; slavery; and political inequality)

## Historical Skills

### Chronology, terms and concepts

Sequence historical events, developments and periods (ACHHS148 - Scootle ↗)

Elaborations

placing historical events in sequence to identify broader patterns of continuity and change (for example, the Polynesian expansion across the Pacific; the stability of the Angkor/Khmer Empire over many centuries)

Use historical terms and concepts (ACHHS149 - Scootle ↗)

Elaborations

understanding the different meanings of particular terms and concepts when viewed in their historical context, such as feudalism in medieval Europe and Japan

### Historical questions and research

Identify a range of questions about the past to inform a historical inquiry (ACHHS150 - Scootle ↗)

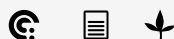Elaborations

experimenting with different words/phrases/historical concepts, when drafting a question, to develop a research focus

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posing a key question such as: 'Why did Easter Island (Rapa Nui) society decline?' and identifying related questions to inform the inquiry (for example, 'What evidence is there?' 'What theories have been developed?')
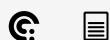
Identify and locate relevant sources, using ICT and other methods (ACHHS151 - Scootle ↗)

Elaborations

compiling a list of different sources needed in an inquiry and their possible locations

## Analysis and use of sources

Identify the origin and purpose of primary and secondary sources (ACHHS152 - Scootle ↗)

Elaborations

explaining how clues within a source can be used to identify where it was made or who it was made by (for example, the place where it was found, the materials used, the condition of the object, decorative features)

Locate, compare, select and use information from a range of sources as evidence (ACHHS153 - Scootle ↗)

Elaborations

creating categories to organise the information obtained from sources

designing a table to list sources and the aspects of the past about which they provide information (for example, social structure, economy, governance)

Draw conclusions about the usefulness of sources (ACHHS154 - Scootle ↗)

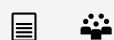Elaborations

recognising that, while evidence may be limited for a particular group of people, such evidence can

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provide useful insights into the power structures of a society

distinguishing between fact (for example, 'The Moai were constructed on Easter Island (Rapa Nui)') and opinion or interpretation (for example, 'The Moai on Easter Island (Rapa Nui) are representations of gods')

## Perspectives and interpretations

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155 - Scootle ↗)

Elaborations

describing the values and attitudes revealed by a source (such as an individual account) and using additional sources to show how they are broadly representative of the values and attitudes of the society
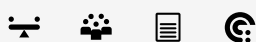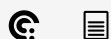
## Explanation and communication

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156 - Scootle ↗)

Elaborations

using scaffolds illustrating the structural and language features of particular text types (for example, descriptions and explanations) to create a text that communicates specific findings about the past

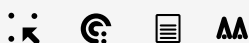Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157 - Scootle ↗)

Elaborations

creating an oral presentation, supported by audiovisual material, to recount the life of Temujin (Genghis Khan) and to explain his contribution to the Mongol world

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# Year 8 Content Descriptions

## Geographical Knowledge and Understanding

### Unit 1: Landforms and landscapes

Different types of landscapes and their distinctive landform features (ACHGK048 - Scootle ↗)

**Elaborations**

identifying different types of landscapes (for example, coastal, riverine, arid, mountain and karst) and describing examples from around the world, including Antarctica

identifying some iconic landscapes in Australia and the world, and describing what makes them iconic

describing some of the different types of landforms within a landscape

exploring the names, meanings and significance of landform features from an Aboriginal or Torres Strait Islander perspective

Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049 - Scootle ↗)

**Elaborations**

discussing the representation of landscapes in literature, song/music, film and art

analysing the role of geomorphic landforms and landscapes in tourism (for example, the Grand Canyon in the USA or Uluru in Australia)

exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and landforms by Aboriginal and Torres Strait Islander Peoples

investigating Aboriginal Dreaming stories and Legends of the Torres Strait concerning the formation, meaning and interconnection of landforms

discussing the significance of landforms for people, including Aboriginal and Torres Strait Islander Peoples
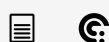
Geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050 - Scootle ↗)

Elaborations

describing the influence of folding, faulting or volcanism on a chosen landform

researching the effects of rock type, weathering, erosion by water and wind, and transportation and deposition on the chosen landform

Human causes and effects of landscape degradation (ACHGK051 - Scootle ↗)

Elaborations

analysing the effects of erosion and sedimentation produced by human activities, including farming and recreation, on landscape quality

examining the effects of mining and quarrying, and urban development, on landscape quality

describing the effects of river regulation including dams, locks, channel straightening and drains, on riverine and wetland landscape quality

investigating the effects of the built elements of environments (for example, urban development, marinas and sea walls) on coastal landscape quality

investigating the ways introduced plants or animals or activities such as mining affect landscape quality and examining the effects on Aboriginal and Torres Strait Islander communities

Ways of protecting significant landscapes (ACHGK052 - Scootle ↗)

Elaborations

identifying different views about the value of particular environments (for example, recreational, psychological, aesthetic and spiritual), and about the nature and extent of their protection, and discussing how this links to ideas about environmental sustainability

investigating a significant landscape that is threatened by human activities and developing a proposal for the future of the landscape that takes account of the views of the diverse groups, including traditional owners, with an interest in its use or protection
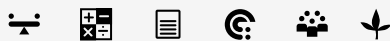
identifying the contribution of Aboriginal and Torres Strait Islander knowledge to the use and management of landforms and landscapes

investigating the negative and positive impacts of bushfires on Australian landscapes and ways of responding to the risk and events of bushfires

Causes, impacts and responses to a geomorphological hazard (ACHGK053 - Scootle ↗)

Elaborations

investigating the natural causes and spatial distribution of a geomorphological hazard (for example, volcanic eruption, earthquake, tsunami, landslide, avalanche)

discussing the extent to which human alteration of environments has contributed to the occurrence of the geomorphological hazard

describing how the effects caused by geomorphological hazards are influenced by social, cultural and economic factors (for example, where people choose to live, poverty, and lack of infrastructure and

resources to prepare and respond)

researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphological hazards or bushfires
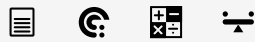
## Unit 2: Changing nations

Causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054 - Scootle ↗)

Elaborations

discussing urbanisation as a shift in where, how and why people live where they do

exploring the connections between urbanisation and economic and social opportunities

examining how urbanisation can positively or negatively affect environmental quality (for example, carbon emissions and water consumption)

Differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055 - Scootle ↗)

Elaborations

researching the causes of urban concentration in Australia and the United States of America (for example, the history of European settlement, migration, the export orientation of the economy, the centralisation of state governments, environmental constraints and the shape of transportation networks)
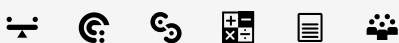
investigating the relationship between population density and proximity to urban centres

Reasons for, and effects of, internal migration in both Australia and China (ACHGK056 - Scootle ↗)

## Elaborations

identifying and explaining the main types, patterns and trends of internal migration in Australia (for example, employment, lifestyle and retirement migration)

examining the effects of resource development on employment growth in both the resource regions and the cities, and on internal migration in Australia

investigating the effects of the 'fly-in fly-out' phenomenon on resource-development places

explaining that Aboriginal and Torres Strait Islander Peoples' population mobility reflects attachment to a number of places through family, Country/Place, dispossession, relocation and employment

identifying and explaining the patterns of temporary and permanent internal migration in China and the effects on the places of origin and destination

examining the role of labour migration in the urban development of China (for example, the growth of Shenzhen, Guangdong Province)

exploring the issues relating to China's 'floating population'

examining the environmental problems of China's megacities (for example, air pollution in Beijing)

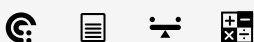Reasons for, and effects of, international migration in Australia (ACHGK058 - Scootle ↗)

## Elaborations

identifying and explaining the main types and patterns of international migration (for example, permanent migration, temporary labour migration, student migration, forced migration (including refugees) and family reunion)

investigating where and why international migrants settle in Australia and how this may reinforce urban concentration

exploring the changing cultural diversity of the Australian population

Management and planning of Australia's urban future (ACHGK059 - Scootle ↗)

Elaborations

examining the forecasts for the size of Australia's major cities and regional urban centres, and discussing the implications for their environmental sustainability and liveability

investigating ways of managing the projected growth of Australia's cities and regional urban centres

exploring the arguments for and against a more balanced distribution of the urban population

generating ideas on how to decentralise Australia's urban population using Canberra as an example

## Geographical Inquiry and Skills

### Observing, questioning and planning

Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055 - Scootle ↗)

Elaborations

developing questions on an area of focus in the geographical knowledge and understanding strand (for example, about types of landforms or reasons for urban settlements)

developing questions about the significance of a spatial distribution (for example, the positive and negative effects of the spatial concentration of population in Australia)

planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales (for example, the causes and consequences of urbanisation)

using a range of methods including digital technologies to plan and conduct an information search about reasons for and effects of internal migration in Australia

## 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 (ACHGS056 - 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 ways to protect significant landscapes
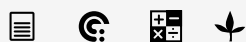
collecting geographical information from secondary sources (for example, topographic maps, thematic maps, compound column graphs and population pyramids, reports, census data, digital images and the media)
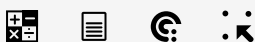
conducting ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities
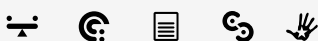
Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS057 - Scootle ↗)
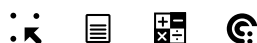
Elaborations

constructing tables and graphs of demographic or economic data for Australia or China

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creating annotated diagrams to show a landscape and its landforms

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 (ACHGS058 - Scootle ↗)

Elaborations

developing a statistical map to show demographic or economic data for Australia or China, or show the cultural and demographic diversity of Aboriginal and Torres Strait Islander Peoples using mapping software
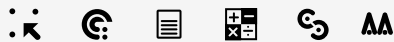
creating a map showing geomorphological features by using data from Geoscience Australia, or demographic statistics from census data, using a spatial technologies application
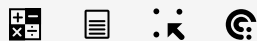
using the Global Positioning System (GPS) to make a map of the features of a landform

creating a map showing geomorphological features, incorporating traditional Aboriginal and Torres Strait Islander names for these where known

### 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 (ACHGS059 - Scootle ↗)
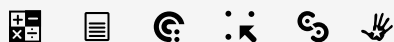
Elaborations

analysing spatial distributions to infer relationships and suggest possible causes and effects
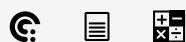
using digital mapping tools to map the cultural and demographic diversity of Aboriginal and Torres Strait Islander Peoples

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interpreting topographic maps and digital terrain models, cross-sections or block diagrams to investigate landforms and their features

analysing trends in internal migration in Australia and China

Apply geographical concepts to draw conclusions based on the analysis of data and information collected (ACHGS060 - Scootle ↗)

Elaborations

reviewing the results of an analysis to propose and defend answers to an inquiry question, emphasising at least one of the geographical 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

(ACHGS061 - Scootle ↗)

Elaborations

presenting a report, supported by spatial technologies, to communicate a reasoned argument (for example, to advocate for actions to ensure that landscapes and seascapes can be managed sustainably for use by future generations)

## 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 (ACHGS062 - Scootle ↗)

Elaborations

reflecting on the inquiry process and suggesting questions that would be suitable for further investigation

reflecting on personal values and attitudes and how these influence responses to an issue (for example, the protection of landscapes)

proposing actions to respond to geographical issues related to environmental and economic sustainability (for example, urbanisation)
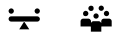
# Year 8 Content Descriptions

## Civics and Citizenship Knowledge and Understanding

### Government and democracy

The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061 - Scootle ↗)
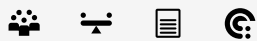
Elaborations

explaining how each freedom supports active participation in Australia's democracy
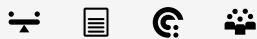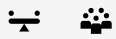
discussing how and why 'the bounds of law' can limit these freedoms

considering the circumstances that can lead to dissent in a democracy

debating how to manage situations when rights and freedoms are in conflict (for example, whether it should be a matter for parliaments or judges to resolve)
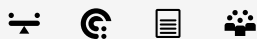
How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062 - Scootle ↗)

Elaborations

comparing the effectiveness of different forms of participation in Australia's democracy
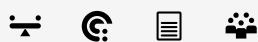
exploring how elected representatives can advocate on behalf of citizens

investigating examples where citizens have taken direct action such as organising a public demonstration or social media campaign

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analysing how opinion polls are conducted and the ways they are used in democratic debate

exploring the different ways that citizens can participate in and support Australia's democracy through their working lives, such as by serving in the armed services or as a reservist, teaching, representing Australia abroad as a diplomat or aid worker, or joining the police service or the public service

## Laws and citizens

How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063 - Scootle ☑)

Elaborations

comparing some examples of statutes and common laws and the way they are made and outlining the hierarchy of these different types of laws (for example, that statutes will override the common law)

distinguishing statutory and common law from executive law (delegated law) and identifying how the Houses of Parliament can disallow delegated legislation

discussing examples of recent laws passed through parliaments that enact government policy

The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064 - Scootle ☑)

Elaborations

explaining the difference between criminal law and civil law

considering the significance of customary law for Aboriginal and Torres Strait Islander Peoples

## Citizenship, diversity and identity

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The values and beliefs of religions practised in contemporary Australia, including Christianity (ACHCK065 - Scootle ↗)

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Elaborations

identifying Christian traditions that have influenced the development of Australian society, democracy and law

👥 📄 ⚖ ⟳ ⟲

identifying the values and beliefs of religions practised in contemporary Australia (for example, Christianity, Judaism, Buddhism, Islam, Hinduism)

⚖ 📄 ⟲ 👥 ⟳ ᴧᴧ

Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066 - Scootle ↗)

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Elaborations

investigating representations of Australian identity evident in national day events (such as Anzac Day), and in the media and popular culture, to analyse different perspectives on the interpretation of national identity

⟳ 👥 ⚖ ⟲ 📄

examining contemporary influences on the shaping of Australian national identity, such as the natural environment, immigration, attitudes to Asia and Reconciliation between Aboriginal and Torres Strait Islander Peoples and other Australians

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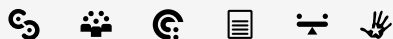
How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067 - Scootle ↗)

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Elaborations

examining personal stories to explore how individuals relate to national identity and how it impacts on their sense of belonging in the Australian community

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exploring the extent of ethnic diversity in Australia

📄 ⟳ 👥 ⟲ ⚖

## Civics and Citizenship Skills

### Questioning and research

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

(ACHCS068 - Scootle ↗)

Elaborations

developing complex and open-ended questions to explore a civics or citizenship topic such as 'freedoms' (for example, 'What do our freedoms mean in practice?' and 'What do you consider to be the most important freedom?')
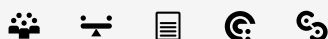
Identify, gather and sort information and ideas from a range of sources (ACHCS069 - Scootle ↗)

Elaborations

identifying sources offering different perspectives on an issue (for example, finding out about the recognition of Aboriginal and Torres Strait Islander customary law)

collating a list of different sources of information and prioritising the list based on an assessment of usefulness and reliability

### Analysis, synthesis and interpretation

Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070 - Scootle ↗)

Elaborations

examining language choices in a range of texts to identify purpose, audience and reliability (for example, those used by candidates in an election campaign or by a lobby group)
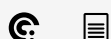
using a variety of sources to develop conclusions about Australian national identity

**Problem-solving and decision-making**

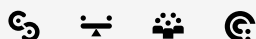Appreciate multiple perspectives and use strategies to mediate differences (ACHCS071 - Scootle ↗)
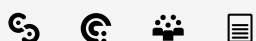
Elaborations

using empathy to appreciate the influences or circumstances that may have informed different perspectives

recognising assumptions in their own and other people's thinking when mediating differences

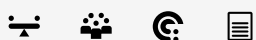using culturally inclusive behaviours during class discussions and meetings

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS072 - Scootle ↗)

Elaborations

participating in a simulation to achieve consensus (for example, a mock court case or parliamentary committee)

working in groups to evaluate the options before deciding on any course of action (for example, to influence change relating to a current event or issue)
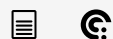
**Communication and reflection**

Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS073 - Scootle ↗)

Elaborations

using appropriate terms and concepts such as 'freedoms', 'responsibilities', 'statutory law' and 'customary law'

creating material for public distribution with a specific purpose and context (for example, an

advertisement promoting participation in Australia's democracy)

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Reflect on their role as a citizen in Australia's democracy (ACHCS074 - Scootle ↗)

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Elaborations

considering how personal experiences and circumstances influence their identity as a citizen and how they relate to others

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considering the factors that shape the way they meet their responsibilities as a citizen (for example, where they live)

⚖  ⚙  👥  📄

# Year 8 Content Descriptions

## Economics and Business Knowledge and Understanding

The ways markets in Australia operate to enable the distribution of resources, and why they may be influenced by government (ACHEK027 - Scootle ↗)

Elaborations

identifying who is involved in the market system in Australia and explaining how the market operates through the interactions of the participants (for example, household, business, finance, and government sectors)
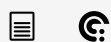
identifying different types of markets that operate in Australia such as retail markets, labour markets, financial markets, stock markets
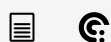
explaining how the interaction between buyers and sellers influences prices and how markets enable the distribution and allocation of resources (that is, how do businesses answer the questions of what to produce, how to produce and for whom to produce?)
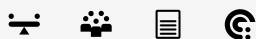
identifying examples of government involvement in the market through reallocation of resources, regulation of economic activity or redistribution of income (for example, providing some types of goods and services not being provided sufficiently by the market, such as health care)

identifying reasons government intervenes in the market (for example, to improve economic performance and remedy market failure)
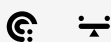
The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets (ACHEK028 - Scootle ↗)

Elaborations

exploring traditional practices that enabled fast and expansive exchange in technology, ideas and rare and valuable goods within and between Aboriginal and Torres Strait Islander communities (for example, through trade, songlines and ceremony), and how this reinforced personal and group

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relationships

recognising that Aboriginal and Torres Strait Islander communities participate in contemporary markets (for example, employment, social contribution) and identifying the barriers to access to contemporary markets (for example, distance, poverty)

investigating the innovative ways Aboriginal and Torres Strait Islander Peoples utilise their cultural knowledge in contemporary contexts in enterprising ways (for example, cultural tourism and other business ventures that harness traditional knowledge of art, medicines and food derived from the environment)

The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making (ACHEK029 - Scootle ↗)
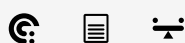
Elaborations

distinguishing the difference between rights and responsibilities and creating a list of the rights and responsibilities of consumers and businesses

investigating the ways the rights of consumers are protected through the law (for example, warranties, cooling off periods)

identifying examples of how businesses are required by government to protect the safety of consumers (for example, mandatory and voluntary standards, product safety recalls)

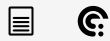discussing different financial and economic decisions that consumers and businesses make
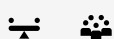
Types of businesses and the ways that businesses respond to opportunities in Australia (ACHEK030 - Scootle ↗)

Elaborations

comparing different forms of business ownership (for example, sole proprietorship, partnership,

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corporation, cooperative, franchise)

explaining why a person or group of people would choose to establish one type of business rather than another

exploring different external factors that influence business opportunities, such as government and government policy, competitors in the market, demographics, technological innovations in production processes and product design, economic conditions, globalisation, and changing social attitudes and trends of the target market
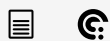
identifying examples of the different ways businesses respond to opportunities in the market (for example, developing a new product to satisfy demand, changing the way they deliver their products or services to consumers)

exploring different internal factors that influence business opportunities, such as the product, location, resources, management and business culture including ability to be adaptable and demonstrate enterprising behaviours and skills
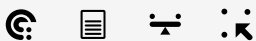
Influences on the ways people work and factors that might affect work in the future

(ACHEK031 - Scootle ↗)

Elaborations

investigating present influences on the ways people work, such as technological change, outsourced labour in the global economy, rapid communication changes, casualisation of the workforce

identifying changes to the workforce over time, such as the jobs available, the way individuals or communities value particular work, career length and human resource development, changing demography, corporate social responsibility and sustainability practices, changes to workplace laws

predicting changes to work in the future and possible outcomes (for example, 'What could be the effect of a changing attitude to work–life balance or the decline of some industries?')

## 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 (ACHES032 - Scootle ↗)
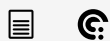
Elaborations

developing targeted questions to form the basis of an investigation of an economic or business issue or event (for example, 'How are the prices of products determined through the interaction of participants in the market?', 'How should a business respond to an opportunity in the Australian market?', 'How are consumers' rights and responsibilities protected when they make purchasing decisions?')
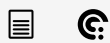
devising the steps needed for an investigation and modifying as required

Gather relevant data and information from a range of digital, online and print sources (ACHES033 - Scootle ↗)

Elaborations

organising and categorising data and/or information (for example, constructing a table showing the differences between types of businesses)

accessing reliable information (for example, from departments of fair trading) to access advice on the rights and responsibilities of consumers and businesses, or finding information on strategies to resolve consumer and business disputes

### Interpretation and analysis

Interpret data and information displayed in different formats to identify relationships and trends (ACHES034 - Scootle ↗)

Elaborations

interpreting data in tables, charts and graphs to identify relationships (for example, correlations

between the location of groups and access to work opportunities)

### 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 (ACHES035 - Scootle ↗)
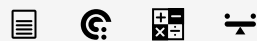
Elaborations

identifying opportunities in the market for a business and proposing alternative ways to take advantage of these

undertaking a cost-benefit analysis of alternative ways for a business to respond to opportunities in the market and making a decision about which one to recommend

exploring an Aboriginal or Torres Strait Islander business or enterprise, analysing how it has responded to an issue or opportunity, and applying a cost-benefit analysis

Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036 - Scootle ↗)
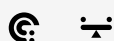
Elaborations

applying informed decision-making skills to familiar and new situations (for example, helping the family decide what products they need to purchase during the week)

applying enterprising behaviours to everyday activities (for example, by taking on a leadership role in a project, accepting responsibility for decisions made, or setting a goal for the week and developing a plan to achieve it)

demonstrating an understanding of their rights as consumers when buying an item or returning it to the store

**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 (ACHES037 - Scootle ↗)

Elaborations

constructing appropriate displays of information and data to show trends and relationships (for example, preparing a data show which includes visual displays including graphs and charts as well as text to present findings and conclusions)

developing different presentations for different audiences such as peers, businesses or the public, and for different purposes (for example, to persuade or inform)

using economics and business terms and concepts such as interdependence, market economy, market system, price setting, outsourcing, business ownership, rights and responsibilities
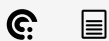
discussing and reflecting on the consequences of a proposed action, and those of the alternative actions