

The Australian Curriculum

Learning areas	Humanities and Social Sciences
Subjects	HASS, History, Geography, Civics and Citizenship, Economics and Business
Year levels	Year 9

Year 9 Content Descriptions

Historical Knowledge and Understanding

Overview of the making of the 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 (1750 – 1918) 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 making of the modern world includes the following:

the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia

(ACOKFH016 - Scootle [↗](#))

the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

(ACOKFH015 - Scootle [↗](#))



the extent of European imperial expansion and different responses, including in the Asian region

(ACOKFH017 - Scootle [↗](#))



the emergence and nature of significant economic, social and political ideas in the period, including nationalism

(ACOKFH019 - Scootle [↗](#))



Making a better world?

Students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Progressive ideas and movements or Movement of peoples. The study includes the causes and effects of the development, and the Australian experience.

The Industrial Revolution (1750 – 1914)

The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (ACDSEH017 - Scootle [↗](#))



Elaborations

mapping the British Empire c.1800 AD (CE) and the raw materials it obtained from colonies (for example, sugar from Jamaica, wool from Australia and cotton from India)



explaining changes in technology (for example, steam-driven spinning mills, railways and steam ships) which led to factories and cities



identifying the spread of innovations such as steam power; iron and steel production; transport; and chemicals in Europe, USA and Japan



identifying factors that led to the Industrial Revolution such as the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire



The population movements and changing settlement patterns during this period

([ACDSEH080 - Scootle](#))



Elaborations

examining changes to the population statistics of major cities during this period



investigating changes to the cities and landscape in European countries and Australia as the Industrial Revolution continued to develop, using photos (for example, those that were taken as the Eiffel Tower was being constructed using iron)



The experiences of men, women and children during the Industrial Revolution, and their changing way of life ([ACDSEH081 - Scootle](#))



Elaborations

describing the impact of steam, gas and electricity on people's way of life during the Industrial Revolution



investigating the changes in working conditions (for example, longer working hours for low pay and

the use of children as a cheap source of labour)

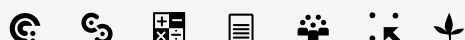


The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication ([ACDSEH082 - Scootle](#))



Elaborations

describing the impact of factories, mines and cities on the environment, and on population growth and distribution



outlining the growth of trade unions as a response to the impacts of the Industrial Revolution



Progressive ideas and movements (1750 – 1918)

The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, [nationalism](#), [imperialism](#), Darwinism, Chartism ([ACDSEH019 - Scootle](#))



Elaborations

explaining why an idea emerged and the basis of that idea (for example, egalitarianism — being judged on merit rather than by birth or past deeds)

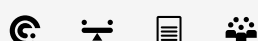


Reasons why ONE key idea emerged and/or developed a following ([ACDSEH086 - Scootle](#))



Elaborations

investigating reasons why a key idea gained support, such as the support for Chartism among the poorer classes as a response to deteriorating living and working conditions



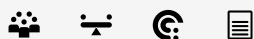
The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it, for example from workers, entrepreneurs, land owners, religious groups ([ACDSEH087 - Scootle](#))



Elaborations

explaining responses to particular ideas (for example, how religious groups responded to ideas in

Charles Darwin's 1859 book *On the Origin of Species* or how workers responded to the idea of capitalism or socialism)



investigating the role played by an individual or group in promoting a key idea (for example, the role of Adam Smith and entrepreneurs in promoting capitalism)

The short and long-term impacts of ONE of these ideas on Australia and the world ([ACDSEH088 - Scootle](#))



Elaborations

assessing the impact of a key idea in Australia and elsewhere (for example, the effect of increasing nationalist sentiment in Australia in the mid- to late nineteenth century or the effects of Chartism on democracy in Britain or on the Victorian goldfields)



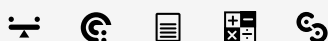
Movement of peoples (1750 – 1901)

The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation ([ACDSEH018 - Scootle](#))

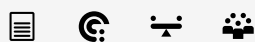


Elaborations

mapping the movement of peoples in the transatlantic slave trade or in convict transportation to Australia



explaining the role of the Industrial Revolution in creating a growing need for labour and transportation




Experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience ([ACDSEH083 - Scootle](#))



Elaborations

investigating sources that record the reactions of new arrivals to other countries in this period (for example, responses to the natural environment and climate)

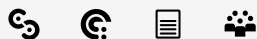


Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia ([ACDSEH084 - Scootle](#) )




Elaborations

investigating the experiences of a specific group of arrivals to Australia (for example, convicts in Sydney, Hobart, Brisbane; or free settlers in Melbourne, Adelaide, Perth or Darwin)



describing the impact of this group on the Aboriginal and Torres Strait Islander Peoples of the region

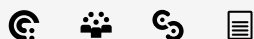


The short and long-term impacts of the movement of peoples during this period ([ACDSEH085 - Scootle](#) )



Elaborations


evaluating the effects of the movement of peoples on the indigenous and immigrant populations



Australia and Asia

Students investigate the history of an Asian society OR Australia in the period 1750 – 1918 in depth.

Asia and the world


Key features (social, cultural, economic, political) of ONE Asian society at the start of this period ([ACDSEH093 - Scootle](#) )



Elaborations

investigating the key aspects an Asian society at the beginning of this period (for example, identifying the territorial extent of Qing China, the role and influence of the Emperor, and the nature of literature, art and architecture)



Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) ([ACDSEH094 - Scootle](#) )



Elaborations

identifying aspects of the Asian society under investigation that remained the same or changed during this period, especially as a result of contact with European powers (for example, describing

the British Raj and identifying British influences on society (such as the building of roads, an extensive railway network, schools and Christian missions))



The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as [nationalism \(ACDSEH142 - Scootle !\[\]\(9dfdaff1d86ba3c1f8353b4d1b61b8c5_img.jpg\)](#))



Elaborations

investigating the confrontation between Japan and Western powers (for example, the Russo-Japanese war) and the emergence of Japan as a major world power



The [significance](#) of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time ([ACDSEH141 - Scootle !\[\]\(3cb60d42b10e53f9522bb0b392c1c4cd_img.jpg\)](#))



Elaborations

describing the activities of Christian missionaries in China and the outcomes of the Boxer Rebellion



Making a nation

The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples

([ACDSEH020 - Scootle !\[\]\(06a315363e7801bba8c7489a6694af19_img.jpg\)](#))




Elaborations

explaining the effects of contact (for example, the massacres of Aboriginal and Torres Strait Islander people; their killing of sheep; the spread of European diseases) and categorising these effects as either intended or unintended



investigating the forcible removal of children from Aboriginal and Torres Strait Islander families in the late nineteenth century/early twentieth century (leading to the Stolen Generations), such as the motivations for the removal of children, the practices and laws that were in place, and experiences of separation.

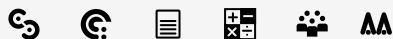


Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) ([ACDSEH089 - Scootle](#) )



Elaborations

outlining the migration of Chinese to the goldfields in Australia in the nineteenth century and attitudes towards the Chinese as revealed in cartoons (for example, 'The Mongolian Octopus')



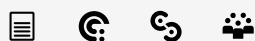
Living and working conditions in Australia around the turn of the twentieth century (that is 1900)

([ACDSEH090 - Scootle](#) )

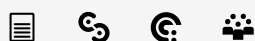



Elaborations

identifying the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia



describing the impact of the gold rushes (hinterland) on the development of 'Marvellous Melbourne'



Key people, events and ideas in the **development** of Australian self-government and **democracy**, including, the role of founders, key features of constitutional **development**, the importance of British and Western influences in the formation of Australia's system of government and women's voting rights ([ACDSEH091 - Scootle](#) )



Elaborations

explaining the factors that contributed to federation and the development of democracy in Australia, including the role of key individuals, defence concerns, the 1890s depression, nationalist ideals and egalitarianism




examining the key features of and British and Western influences on Australia's system of government including the Westminster System and Federalism



investigating the factors that led to the *Commonwealth Franchise Act 1902*, which enabled women to vote and stand for election for the federal Parliament

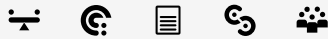


Laws made by federal Parliament between 1901-1914 including the Harvester Judgment, pensions, and the Immigration Restriction Act ([ACDSEH092 - Scootle](#) )

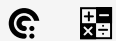


Elaborations

investigating how the major social legislation of the new Federal Government affected living and working conditions in Australia (for example, invalid and old-age pensions and the maternity allowance scheme)




creating a timeline of major social legislation passed by federal Parliament between 1901 and 1914



World War I (1914-1918)

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

World War I (1914-1918)


An [overview](#) of the causes of World War I and the reasons why men enlisted to fight in the war ([ACDSEH021 - Scootle](#) )



Elaborations

investigating the rise of nationalist sentiment as well as the values and attitudes towards war in the period 1750–1918 (for example, idealistic notions of war; sense of adventure)



The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign ([ACDSEH095 - Scootle](#) )



Elaborations

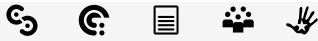
identifying the places where Australians fought, including Fromelles, the Somme, Gallipoli, Sinai and Palestine




using sources to investigate the fighting at Gallipoli, the difficulties of trench warfare, and the use of tanks, aeroplanes and chemical weapons (gas)



exploring the experiences of Aboriginal and Torres Strait Islander people during the war



The impact of World War I, with a particular emphasis on Australia including the changing role of women ([ACDSEH096 - Scootle](#) )



Elaborations

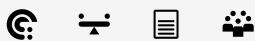
graphing the proportion of Australian servicemen who died during World War I, compared to that of other countries involved in the war



investigating examples of the war's impact on Australia's economy and society (for example, the development of the steel industry in Newcastle and the implementation of the War Precautions Act)



identifying the groups who opposed conscription (for example, trade unionists, Irish Catholics) and the grounds for their objections



studying the first and second referenda on conscription, including the division within the Labor Party over this issue




explaining the treatment of people of German descent during the war (for example, their classification as 'enemy aliens' and placement in internment camps, as well as their depiction in government propaganda)



investigating the short- and long-term impact of World War I on the role of women in Australia

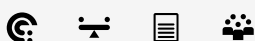


The commemoration of World War I, including debates about the nature and [significance](#) of the Anzac legend ([ACDSEH097 - Scootle](#) )




Elaborations

investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society



Historical Skills

Chronology, terms and concepts

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places ([ACHHS164 - Scootle](#) )



Elaborations

representing the relationship between events in different times and places using interactive timelines



placing key events in sequence (for example, the Boer War, 1899–1902; World War I, 1914–1918), and identifying parts of the world that were involved in, or affected by, those events



Use historical terms and concepts ([ACHHS165 - Scootle](#) )

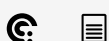


Elaborations


discussing the contestability of particular historical terms such as 'settlement', 'invasion' and 'colonisation' in the context of Australia's history



defining and using concepts such as 'imperialism', 'nationalism', 'evolution', 'evidence'



Historical questions and research

Identify and select different kinds of questions about the past to inform [historical inquiry](#) ([ACHHS166 - Scootle](#) )

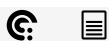


Elaborations

developing questions about aspects of the past that require historical argument



assembling, as part of the planning process, a range of sources that would be useful for researching the causes of World War I

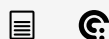



Evaluate and enhance these questions ([ACHHS167 - Scootle](#) )



Elaborations

developing an inquiry question such as: 'What were the effects of the Industrial Revolution?' and refining it as further factors are introduced into the research process

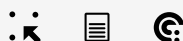


Identify and locate relevant sources, using ICT and other methods ([ACHHS168 - Scootle](#) )




Elaborations

locating historical sources from archives, museums and online collections



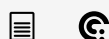
Analysis and use of sources


Identify the origin, purpose and context of primary and secondary sources ([ACHHS169 - Scootle](#) )



Elaborations

explaining the contextual significance of a source, such as Frank Hurley's World War I photos, and identifying the purpose of Hurley's creation of composite photos




Process and synthesise information from a range of sources for use as evidence in an historical argument ([ACHHS170 - Scootle](#) )



Elaborations

graphing historical data to identify past trends and to draw conclusions about their significance (for example, the proportion of Australian servicemen who returned from World War I, and the 'lost generations' in the years after the war)

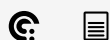


Evaluate the reliability and usefulness of primary and secondary sources ([ACHHS171 - Scootle](#) )



Elaborations

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



Perspectives and interpretations

Identify and analyse the perspectives of people from the past ([ACHHS172 - Scootle](#) )

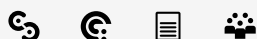



Elaborations

investigating the role of human agency in historical events and developments



analysing the accounts of poets such as William Blake ('dark Satanic mills') and novelists such as Charles Dickens (*Oliver Twist*, *Bleak House*) as sources of information on living conditions in England during the Industrial Revolution



Identify and analyse different historical interpretations (including their own) ([ACHHS173 - Scootle](#) )

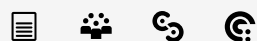


Elaborations


recognising that historical interpretations may be provisional



examining different accounts of eighteenth-century journeys to Australia (for example, ships' logs; diaries; recorded testimonies of male and female convicts, and officers; and explaining the variations in perspective which can lead to different historical interpretations



Explanation and communication

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced ([ACHHS174 - Scootle](#) )



Elaborations

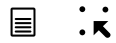
developing a historical argument that identifies different possibilities in interpretation and argues a

particular point of view with consistent reference to the evidence available



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

(ACHHS175 - Scootle [↗](#))



Elaborations

using online conferencing and other forms of ICT to discuss historical questions and issues




creating a travel brochure (incorporating written text and graphics) to advertise the achievements and opportunities available to an immigrant to nineteenth-century Brisbane



Year 9 Content Descriptions

Geographical Knowledge and Understanding

Unit 1: Biomes and food security

Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity ([ACHGK060 - Scootle](#) )




Elaborations

identifying and describing the major aquatic and terrestrial biomes of Australia and the world, and their spatial distribution



examining the influence of climate on biomass production (as measured by net primary productivity) in different biomes



Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations ([ACHGK061 - Scootle](#) )

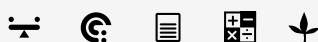


Elaborations

identifying the biomes in Australia and overseas that produce some of the foods and plant material people consume




investigating ways that the production of food and fibre has altered some biomes (for example, through vegetation clearance, introduction of exotic species, drainage, terracing and irrigation)



identifying the differences between natural and agricultural ecosystems in flows of nutrients and water, and in biodiversity



Environmental, economic and technological factors that influence crop yields in Australia and across the world ([ACHGK062 - Scootle](#) )



Elaborations

describing how environmental factors (for example, climate, soil, landform and water), can support higher crop yields and investigating the environmental constraints on agricultural production in Australia (for example, soil moisture, water resources and soils)



investigating how high crop yields (for example, from wheat, rice and maize) around the world are related to factors such as irrigation, accessibility, labour supply, landforms and agricultural technologies (for example, high-yielding varieties)



evaluating the ways that agricultural innovations have changed some of the environmental limitations on and impacts of food production in Australia



Challenges to food production, including [land and water degradation](#), shortage of fresh water, competing land uses, and [climate change](#), for Australia and other areas of the world ([ACHGK063 - Scootle](#) )

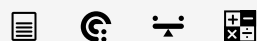


Elaborations

exploring environmental challenges to food production from land degradation (soil erosion, salinity, desertification), industrial pollution, water scarcity and climate change



identifying the impacts on food production from competing land uses (for example, sacred sites, urban and industrial uses, mining, production of food crops for biofuels, production of food crops for livestock, and recreation (such as golf courses))




evaluating whether some ways of increasing food production could threaten sustainability



investigating the impacts of alterations of biomes on the productivity and availability of staple resources for Aboriginal and Torres Strait Islander Peoples (for example, murnong or yam daisy in Victoria)



The capacity of the world's environments to sustainably feed the projected future global population ([ACHGK064 - Scootle](#) )

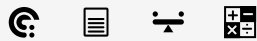


Elaborations

examining the effects of anticipated future population growth on global food production and security, and its implications for agriculture and agricultural innovation



researching the potential of agricultural production in northern Australia



identifying how poverty, food wastage, government policies or trade barriers could affect future food security



applying understanding of the functioning of natural and agricultural ecosystems to investigate ways of making Australian agriculture more sustainable



Unit 2: Geographies of interconnections

The perceptions people have of place, and how these influence their connections to different places ([ACHGK065 - Scootle](#))



Elaborations

comparing students' perceptions and use of places and spaces in their local area, particularly at different times of day, between males and females, different age groups, people with and without disability, and people from diverse cultures including Indigenous and non-Indigenous peoples, and reflecting on the differences



investigating how people in places in other countries perceive, use and are connected to their place and space

The way transportation and information and communication technologies are used to connect people to services, information and people in other places ([ACHGK066 - Scootle](#))



Elaborations


describing the differences in people's access to the internet between and within countries and exploring how information and communication technologies are being used to connect people to information, services and people in other places (for example, in rural areas across Australia and the world, including selected countries of the Asia region)



examining how information and communication technologies have made it possible for places (for example, in India and the Philippines) to provide a range of global business services



exploring how transport and information networks operate to connect people to services, including how supply-chain logistics influence these connections

The ways that places and people are interconnected with other places through trade in goods and services, at all scales ([ACHGK067 - Scootle](#) )



Elaborations

investigating how and why places are interconnected regionally, nationally and globally through trade in goods and services




investigating some of the products and/or services that businesses in their town, city or rural region sell to other places



examining tourism, students and retirees as sources of income for some places



The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia ([ACHGK068 - Scootle](#) )



Elaborations

exploring the environmental impacts of the consumer product on the places that produce the raw materials, make the product, and receive the wastes at the end of its life




identifying the effects of international trade in consumer products on Australian places



evaluating the effects of international demand for food products on biodiversity throughout the world, in the places of their production



The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places ([ACHGK069 - Scootle](#) )

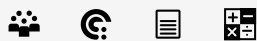


Elaborations

investigating the global growth of tourism and its likely effects on the future of places




discussing the effects of people's cultural and leisure choices on towns and cities (for example, predicting how changing choices may affect these and other places in the future)



Geographical Inquiry and Skills

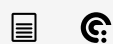
Observing, questioning and planning

Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts ([ACHGS063 - Scootle](#) )



Elaborations

developing questions of geographical significance about an area of focus in the geographical knowledge and understanding strand (for example, questions about the importance of food security or types of interconnections)




planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales (for example, the connections between people and places)



using a range of methods including digital technologies to plan and conduct an information search about human alteration to biomes in Australia and another country



Collecting, recording, evaluating and representing

Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources ([ACHGS064 - Scootle](#) )



Elaborations

gathering relevant data from a range of primary sources (for example, from observation and annotated field sketches, conducting surveys and interviews and experiments, or taking photographs) about challenges to food production or the effects of people’s travel, recreational, cultural or leisure choices on places




collecting geographical information from secondary sources (for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media)



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



Represent multi-variable [data](#) in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and [spatial technologies](#) ([ACHGS065 - Scootle](#) )

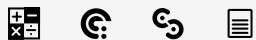



Elaborations

creating a diagram to illustrate the flows of nutrients and energy within a biome, and the alterations to these flows produced by agriculture



developing a table to show the types of challenges to food production in Australia compared to other areas of the world, or the ways that places and people are interconnected through trade

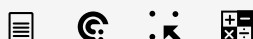


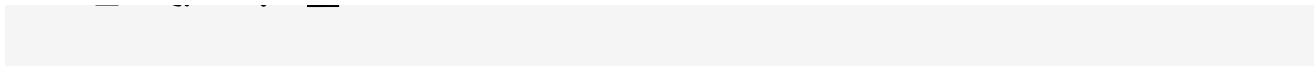
Represent spatial [distribution](#) of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using [spatial technologies](#) as appropriate ([ACHGS066 - Scootle](#) )



Elaborations

creating a map to show the relationship between biomes and world food production, using a spatial technologies application





Interpreting, analysing and concluding

Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes ([ACHGS067 - Scootle](#))



Elaborations

constructing a graph to show the relationship between growth in world population and world food production



comparing maps showing transport networks with survey responses on personal mobility



analysing maps of world internet traffic and proposing explanations about the pattern and distribution of connections



Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view ([ACHGS068 - Scootle](#))



Elaborations

testing conclusions by considering alternative points of view about an area of inquiry and providing a response using as organisers at least two of the concepts of place, space, environment, interconnection, sustainability, scale and change

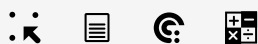


Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions ([ACHGS069 - Scootle](#))



Elaborations

identifying the relevant layers of a geographical information system and using them to investigate how they can portray and analyse demographic, economic and environmental data



Communicating

Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate ([ACHGS070 - Scootle](#))



Elaborations

presenting an oral response, supported by visual aids including maps, to communicate a reasoned argument about a contemporary geographical issue, and responding to questions



Reflecting and responding

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

([ACHGS071 - Scootle](#))



Elaborations

explaining how the application of geographical concepts and methods has contributed to deep understanding of the causes of and solutions to issues related to biomes, food production and security, interconnections or spatial change



examining the environmental, economic and social factors that need to be considered in an investigation of a contemporary geographical issue such as ways of increasing Australian or global food production or the effects of information and communications technologies on the location of manufacturing or services and debating alternative responses that consider environmental, economic and social factors



Year 9 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy

The role of political parties and independent representatives in Australia's system of government, including the formation of governments ([ACHCK075 - Scootle](#) )



Elaborations

investigating how the contemporary party system operates in Australia's liberal democracy and how governments are formed in parliament




discussing the meaning of key concepts such as parliamentary majority, the opposition, hung parliament, minority government



exploring the role of the Senate and state upper Houses, and the balance of power in these Houses

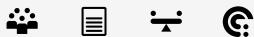


How citizens' political choices are shaped, including the influence of the media ([ACHCK076 - Scootle](#) )




Elaborations

examining a range of strategies used to persuade citizens' electoral choices such as public debate, media, opinion polls, advertising, interest groups and political party campaigns



discussing how social media is used to influence people's understanding of issues

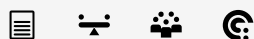


The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet ([ACHCK103 - Scootle](#) )



Elaborations


investigating the development and implementation of policy and the role of the public service in Australia, including the role of the Prime Minister and Cabinet in proposing policy and the role of parliament in debating it



identifying the role of parliament and particularly the opposition in debating policy proposed by the Executive, in authorising the government to spend public money and scrutinising the administrative actions of the government



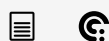
Laws and citizens

The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements ([ACHCK077 - Scootle](#) )



Elaborations

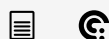
creating a visual representation of the court jurisdictions in Australia



categorising sample cases in relation to the courts in which they would be heard (for example, cases from criminal, consumer, family, human rights and environmental law)




describing the role of a particular court (for example, a supreme court, a magistrates court or the Family Court of Australia)



exploring how court judgements impact on the development of law (for example, the role of precedents)

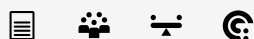


The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal ([ACHCK078 - Scootle](#) )

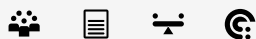


Elaborations

describing what is meant by each principle and how each works to protect citizens and contribute to a fair society



examining factors that can undermine the application of the principles of justice (for example, bribery, coercion of witnesses, trial by media and court delays)



examining how the media, or individuals through social media, could influence the outcome of a trial by publishing information about a defendant that could affect a jury's decision



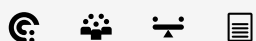
Citizenship, diversity and identity

How and why individuals and groups, including religious groups, participate in and contribute to [civic life](#) (ACHCK079 - Scootle [↗](#))



Elaborations

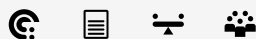
researching the work of a non-government organisation (NGO), philanthropist, community group or religious group and how and why they contribute to the Australian community



exploring the concept of 'the common good' using examples of how religious groups participate to foster interfaith understanding or social justice



investigating why a particular group advocates for change (for example, in relation to gender equity)



exploring the various ways that individuals can contribute to civic life (for example, by volunteering their services to charities and service groups, becoming a Justice of the Peace, making submissions to public enquiries, attending public meetings, serving on local government bodies and providing voluntary help at schools and nursing homes)



discussing how the Australian Honours System recognises, celebrates and says thank you to those who make a difference and serve others



investigating how the Australian Honours System works, including the types of awards and how they are announced and presented

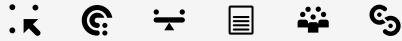


The influence of a range of **media**, including social **media**, in shaping identities and attitudes to diversity (ACHCK080 - Scootle [↗](#))



Elaborations

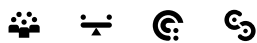
analysing how media represent different groups in Australian society and assessing the impact those representations have on community cohesiveness



investigating a human rights campaign that uses social media and how members of the public have engaged in the issue



How ideas about and experiences of Australian **identity** are influenced by global connectedness and mobility (ACHCK081 - Scootle [↗](#))

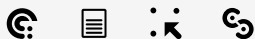


Elaborations

examining stories of how Australian citizens' perspectives on their role in the global community have been influenced by their experiences of living and working in other countries



examining forms of global connectedness such as digital technology, arts, trade, language learning, employment, travel and immigration



debating the concepts of 'global identity' and 'global citizenship' and their implications for Australian citizens



Civics and Citizenship Skills

Questioning and research

Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082 - Scootle [↗](#))



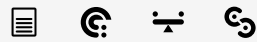
Elaborations

selecting key questions to investigate an aspect of Australia's political and legal systems (for

example, the role of juries)



posing questions which evaluate Australia's democracy such as 'how equal?', 'how representative?' and 'how accountable?'



Identify, gather and sort information and ideas from a range of sources and reference as appropriate
(ACHCS083 - Scootle [↗](#))

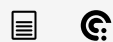


Elaborations

developing categories for sorting information from surveys about people's views on political or legal issues



identifying why some information has greater accuracy and reliability than other information



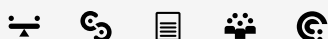
Analysis, synthesis and interpretation

Critically evaluate information and ideas from a range of sources in relation to **civics** and **citizenship** topics and issues (ACHCS084 - Scootle [↗](#))



Elaborations

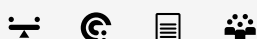
exploring texts for stereotype, over-generalisation and misrepresentation (for example, how cultural groups are represented in the media)



explaining the assumptions or missing information that may affect the reliability of an opinion about an issue (for example, commentary from a traditional form of media)




comparing and contrasting the varying policies of different political groups on an issue



applying criteria used to make judgements in civic contexts (for example, Awards for the Order of Australian of the Year, Student Citizen of the Year) to propose candidates for the year ahead



Account for different interpretations and points of view ([ACHCS085 - Scootle](#) )



Elaborations


taking on roles for a discussion to explore various points of view about a contemporary political or social issue



developing an evidence-based argument which recognises different interpretations (for example, about the role of social media in contemporary debates)



Problem-solving and decision-making

Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues ([ACHCS086 - Scootle](#) )



Elaborations

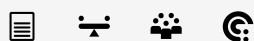
recognising that common issues may need to be seen through diverse cultural lenses




recognising that people will not always agree and using strategies to accommodate difference and accept compromise



using skills associated with the negotiation process (stating your position clearly, active listening, highlighting strengths, applying reason and logic, identifying common ground)

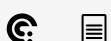


Use democratic processes to reach consensus on a course of action relating to a [civics](#) or [citizenship](#) issue and plan for that action ([ACHCS087 - Scootle](#) )



Elaborations


considering the most appropriate democratic decision-making processes to reach a consensus, such as achieving an absolute majority



developing a plan of action using digital technologies that incorporates democratic decision-making processes



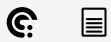
Communication and reflection

Present evidence-based [civics](#) and [citizenship](#) arguments using subject-specific language ([ACHCS088 - Scootle](#) )

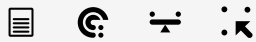


Elaborations

using appropriate terms and concepts such as jurisdictions, parliamentary majority and mandate



using digital technologies to present an evidence-based argument for persuading an audience to a point of view

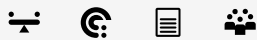


Reflect on their role as a [citizen](#) in Australian, regional and global contexts ([ACHCS089 - Scootle](#) )



Elaborations

considering Australian, regional and global futures and how students might contribute as active and informed citizens



considering how digital technologies enables them to engage with a global community



Year 9 Content Descriptions

Economics and Business Knowledge and Understanding

Australia as a trading nation and its place within the rising economies of Asia and broader global [economy](#) (ACHEK038 - [Scootle](#))

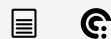


Elaborations

identifying participants in the open Australian economy including household, business, finance, government and foreign sectors



explaining the objectives of the Australian economy to satisfy needs and wants through the production and distribution of goods and services



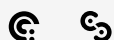
identifying Australia's major trading partners in the Asia region and the items of trade



explaining the impact of global events on the Australian economy and its trade and investment relations with other countries (for example, a natural disaster in a country of the Asia region)



identifying examples of global events that impact on economic activity (for example, environmental, financial, economic, political, technological, social, cultural, sporting events)



Why and how participants in the global [economy](#) are dependent on each other (ACHEK039 - [Scootle](#))



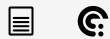
Elaborations

exploring Australia's interdependence with other economies and brainstorming the ways that consumers, producers, workers and governments interact with other economies



locating a range of products in the local shopping centre that were produced overseas, and proposing reasons why they were not produced in Australia (for example, comparative advantage)

and gains from specialisation and trade)




examining the implications of participating in an interdependent global economy for consumers, workers, businesses and government (for example, mapping the global supply chain for a product to identify the advantages and disadvantages for participants in the chain)



investigating the activities of transnational corporations in supply chains and global business activities

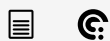


Why and how people manage financial risks and rewards in the current Australian and global financial landscape ([ACHEK040 - Scootle](#) )



Elaborations

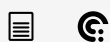
explaining the role of banks and other deposit-taking institutions (for example, credit unions or building societies, in collecting deposits, pooling savings and lending them to individuals and business)



identifying financial risks such as scams and identity theft



investigating different types of investment that enable people to accumulate savings for the future (for example, shares, term deposits, managed funds)



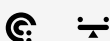
debating the difference between good and bad debt, how to manage debt, the risks of over-indebtedness, and the importance of having a savings buffer



identifying ways consumers can protect themselves from risks (for example, through setting financial goals, insurances, savings, investments, diversification, scam avoidance and superannuation)



explaining the financial landscape of Australia and overseas and the forces that shape and affect the financial industry (for example, financial deregulations, technological changes, economic and business activities, consumer and business sentiment about the financial landscape)



The nature of innovation and how and why businesses seek to create and maintain a [competitive advantage](#) in the [market](#), including the global [market](#) (ACHEK041 - Scootle [↗](#))



Elaborations

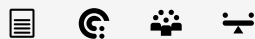
identifying the reasons businesses seek to build or create a competitive advantage (for example, to meet the changing demands of a competitive global market and improve their profit margins)



investigating the different strategies businesses use to create competitive advantage (for example, research and development, offering a lower-cost product, or by implementing efficient internal operations strategies)



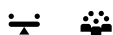
discussing whether the adoption of strategies based around corporate social responsibility can increase the competitive advantage of businesses



exploring emerging techniques businesses can use to gain an advantage, such as blended marketing, open innovation and use of social media



The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042 - Scootle [↗](#))

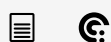


Elaborations

identifying the responsibilities of various participants in a particular workplace (for example, employers, employees, industrial organisations or state, territory and Commonwealth governments)



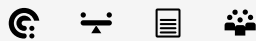
examining changes to the roles of employees in the workplace (for example, the increasing encouragement for workers to show initiative or act as intrapreneurs)



identifying employer responsibilities to workers and the government (for example, superannuation, paid parental leave, income tax, company tax or the Goods and Services Tax (GST))




discussing the responsibilities of government in improving the conditions of workers (for example, work health and safety, equal employment opportunity, anti-discrimination laws)



Economics and Business Skills

Questioning and research

Develop questions and hypotheses about an economic or [business](#) issue or event, and plan and conduct an investigation ([ACHES043 - Scootle](#) )



Elaborations

establishing questions and/or hypotheses to form the basis of an investigation into a selected issue or event (for example, by asking questions about why it is increasingly important for businesses to seek a competitive advantage or establishing a hypothesis such as: 'The export of locally made products will greatly benefit the local community')




devising the steps needed for an investigation and modifying the questions and the plan to respond to changing circumstances



generating ideas about possible class or school projects and collaboratively developing a plan to guide the project

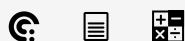


Gather relevant and reliable data and information from a range of digital, online and print sources ([ACHES044 - Scootle](#) )



Elaborations

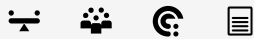
collecting relevant data and information (for example, researching the current Australian and global financial landscape or ways to manage financial risks and rewards)




using strategies to determine the reliability of information collected (for example, taking into account the author, purpose, audience, medium)



explaining assumptions or missing information in sources that may affect the reliability of an opinion about the issue



Interpretation and analysis

Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives ([ACHES045 - Scootle](#) )



Elaborations


organising the data and information collected into a form that shows the different perspectives around an issue/event (for example, the impact of global events on participants in the Australian economy)



using data to make predictions about future trends (for example, the way businesses operate in the global economy or trends in Australia's trade with countries of the Asia region)



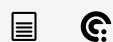
Economic reasoning, decision-making and application

Generate a range of viable options in response to an economic or **business** issue or event, use **cost-benefit analysis** and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action ([ACHES046 - Scootle](#) )



Elaborations

identifying and comparing possible alternatives to address a problem such as how to manage over-indebtedness




evaluating the costs and benefits of a range of alternatives such as strategies for a business seeking to remain competitive in the global market



using a range of criteria (social, economic, environmental) to select and justify a preferred option



Apply **economics** and **business** knowledge, skills and concepts in familiar, new and hypothetical situations ([ACHES047 - Scootle](#) )



Elaborations


applying enterprising behaviours to class and everyday activities (for example, by taking on a leadership role in a project, establishing goals that are meaningful and realistic, accepting responsibility)



applying different strategies for mitigating risks, such as using procedures for safe and secure online banking and shopping (for example, checking bank/credit card statements; using credible, secure websites)



Communication and reflection

Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using [economics](#) and [business](#) conventions, language and concepts ([ACHES048 - Scootle](#) )



Elaborations

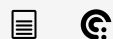
representing data in different forms such as charts, tables and graphs, maps or models to communicate findings




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



using economics and business terms and concepts such as interdependence, trade, comparative advantage, globalisation, supply chain, insurance, savings buffer, intrapreneur, competitive advantage, costs, benefits



Reflect on the intended and unintended consequences of economic and [business](#) decisions ([ACHES049 - Scootle](#) )



Elaborations

discussing and reflecting on the outcomes of a decision and identifying those that were intended or unintended



