



CURRICULUM - FROM THE WA SYLLUBUSES PAGE SCSA





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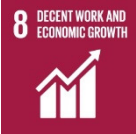
KNOWLEDGE and UNDERSTANDING linked to UN Sustainable Development Goals: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>




YEAR LEARNING AREA	HASS Knowledge and Understanding	UN SUSTAINABLE DEVELOPMENT GOALS
<p>Y7 HASS CIVICS and CITIZENSHIP Students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.</p>	<p>Designing our political and legal system The purpose and value of the Australian Constitution (ACHCK048) The concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power (ACHCK048) The division of powers between state/territory and federal levels of government in Australia (ACHCK048) The different roles of the House of Representatives and the Senate in Australia's bicameral parliament (ACHCK048) The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the <i>Constitution Alteration (Aboriginals) 1967</i> or the unsuccessful vote on the <i>Constitution Alteration (Establishment of Republic) 1999</i> (ACHCK049) How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial, and right to legal representation (ACHCK050) How citizens participate in providing justice through their roles as witnesses and jurors (ACHCK050)</p>	<div data-bbox="1301 563 1440 699" data-label="Image"> </div> <p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. http://www.un.org/sustainabledevelopment/peace-justice/</p>
<p>HASS Y7 ECONOMICS AND BUSINESS An understanding of the concepts making choices and allocation is further developed through a focus on the</p>	<p>Producing and consuming How consumers rely on businesses to meet their needs and wants (ACHEK017) How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally</p>	<div data-bbox="1294 1286 1429 1422" data-label="Image"> </div> <p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. http://www.un.org/sustainabledevelopment/economic-growth/</p>


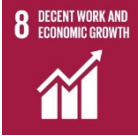

<p><u>interdependence</u> of consumers and <u>producers</u> in the market, the characteristics of successful businesses, including how <u>specialisation</u> and entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to <u>local community</u> or global issues where appropriate.</p>	<p>friendly products and packaging, organic food) (ACHEK017) Why businesses might set a certain price for a product and how they might adjust the price according to <u>demand</u> (ACHEK017) Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, <u>innovation</u> and <u>enterprise</u> (ACHEK019) Why individuals work (e.g. earning an income, contributing to an individual's self-esteem, material and non-material <u>living standards</u>, happiness) (ACHEK020) Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, <u>volunteer</u>) (ACHEK020) How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service) (ACHEK020) The ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings) (ACHEK020)</p>	<div data-bbox="1294 252 1429 392" data-label="Image"> </div> <p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. http://www.un.org/sustainabledevelopment/infrastructure-industrialization/</p> <div data-bbox="1294 427 1429 568" data-label="Image"> </div> <p>SDG 12. Ensure sustainable consumption and production patterns. http://www.un.org/sustainabledevelopment/sustainable-consumption-production/</p>
<p>HASS Y7 GEOGRAPHY The concepts of <u>place</u>, <u>space</u>, environment, <u>interconnection</u>, sustainability and <u>change</u> continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. The concept of <u>place</u> is expanded through students' investigation of the <u>liveability</u> of their own <u>place</u>. They apply this understanding to a wide range of places and environments at the full range</p>	<p>Water in the world The classification of <u>environmental resources</u> (renewable and non-renewable) (ACHGK037) The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039) Water <u>scarcity</u> and what causes it, why it is a problem and ways of overcoming water <u>scarcity</u> (e.g. recycling, stormwater harvesting and reuse, desalination, <u>inter-regional transfer of water</u>, reducing water consumption) including studies drawn from Australia, and one from West Asia or North Africa (ACHGK040) Place and <u>liveability</u> The factors that influence the decisions people make about where to live and their perceptions of the <u>liveability</u> of places (ACHGK043) The influence of accessibility to <u>services</u> and facilities on the <u>liveability</u> of places (ACHGK044) The influence of <u>environmental quality</u> on the <u>liveability</u> of places</p>	<div data-bbox="1301 906 1435 1046" data-label="Image"> </div> <p>SDG 6. Ensure availability and sustainable management of water and sanitation for all. http://www.un.org/sustainabledevelopment/water-and-sanitation/</p>




<p>of scales, from local to global, and in a range of locations.</p>	<p>(ACHGK045) The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)</p>	
<p>HASS Y7 HISTORY Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.</p>	<p>The ancient world (Egypt, Greece, Rome, India, China) Overview:</p> <ul style="list-style-type: none"> • The location of the ancient civilisations • The timeframe of the ancient civilisations <p>Depth study 1: Investigating the ancient past How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001) The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029) The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148) Depth study 2: Investigating one ancient society (Egypt, Greece, Rome, India, China) The physical features and how they influenced the civilisation that developed there (ACDSEH002; ACDSEH003; ACDSEH004; ACDSEH005; ACDSEH006) Roles of key groups in the ancient society, and the influence of law and religion (ACDSEH032; ACDSEH035; ACDSEH038; ACDSEH041; ACDSEH042) The significant beliefs, values and practices of the ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033; ACDSEH036; ACDSEH039; ACDSEH042; ACDSEH045) The role of a significant individual in the ancient society's history (ACDSEH129; ACDSEH130; ACDSEH131; ACDSEH132; ACDSEH133)</p>	<p>SDGs GENERAL</p>  <p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive situations at all levels. http://www.un.org/sustainabledevelopment/peace-justice/</p> 



<p>HASS Y8 CIVICS and CITIZENSHIP Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.</p>	<p>Democracy and law in action 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) 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) How laws are made in Australia through parliaments (statutory law) (ACHCK063) How laws are made in Australia through the courts (common law) (ACHCK063) The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064) Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian (ACHCK066)</p>	<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive situations at all levels.  http://www.un.org/sustainabledevelopment/peace-justice/</p>
<p>HASS Y8 ECONOMICS and BUSINESS The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how</p>	<p>Participation and influences in the marketplace The way markets operate in Australia and how the interaction between buyers and sellers influences prices and how markets enable the allocation (of resources) (how businesses answer the questions of what to produce, how to produce and for whom to produce) (ACHEK027) How the government is involved in the market, such as providing some types of goods and services that are not being provided for sufficiently by the market (e.g. healthcare) (ACHEK027) The rights and responsibilities of consumers and businesses in Australia (ACHEK029) Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia (ACHEK030) Influences on the ways people work (e.g. technological change, outsourced labour in the global economy, rapid communication changes and factors that might affect work in the future)</p>	<p> SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. http://www.un.org/sustainabledevelopment/economic-growth/</p> <p> SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. http://www.un.org/sustainabledevelopment/infrastructure-re-industrialization/</p> <p> SDG 12. Ensure sustainable consumption and production patterns. http://www.un.org/sustainabledevelopment/sustainable-consumption-production/</p>



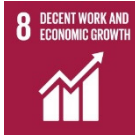


<p>people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.</p>	<p>(ACHEK031)</p>	
<p>HASS Y8 GEOGRAPHY The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.</p>	<p>Landforms and landscapes The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst) (ACHGK048) The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) The geographical processes that produce landforms, including a case study of one type of landform, such as mountains, volcanoes, riverine or coastal landforms (ACHGK050) The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche) (ACHGK053) How the effects caused by geomorphic hazards are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard) (ACHGK053) How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards (ACHGK053) Changing nations The causes and consequences of urbanisation in Australia and one other country from the Asia region (ACHGK054) The reasons for, and effects of, internal migration in Australia (ACHGK056) The reasons for, and effects of, international migration in Australia (ACHGK058)</p>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div data-bbox="1294 517 1429 651">  <p>13 CLIMATE ACTION</p> </div> <div data-bbox="1294 667 1429 801">  <p>8 DECENT WORK AND ECONOMIC GROWTH</p> </div> <div data-bbox="1294 817 1429 951">  <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p> </div> <div data-bbox="1294 967 1429 1101">  <p>10 REDUCED INEQUALITIES</p> </div> <div data-bbox="1294 1117 1429 1251">  <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> </div> <div data-bbox="1294 1267 1429 1401">  <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p> </div> </div> <p>All SDGs, especially SDG 13. Take urgent action to combat climate change and its impacts. http://www.un.org/sustainabledevelopment/climate-change-2/</p> <p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. http://www.un.org/sustainabledevelopment/economic-growth/</p> <p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. http://www.un.org/sustainabledevelopment/infrastructure-industrialization/</p> <p>SDG 10. Reduce inequality within and among countries. www.un.org/sustainabledevelopment/inequality/</p> <p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable. http://www.un.org/sustainabledevelopment/cities/</p> <p>SDG 12. Ensure sustainable consumption and production patterns. http://www.un.org/sustainabledevelopment/sustainable-consumption-production/</p>







<p>HASS Y8 HISTORY Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.</p>	<p>The ancient to the modern world</p> <p>Overview Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKH009)</p> <p>Depth study 1: Investigating medieval Europe (c. 590 – c. 1500) The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008) Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050) Continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051) The role of significant individuals in the medieval period (e.g. Charlemagne) (ACDSEH052)</p> <p>Depth study 2: Investigating 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) The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease (ACDSEH069) The 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) The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)</p>	<div style="text-align: center;">  <p>THE GLOBAL GOALS For Sustainable Development</p> </div> <p>Sustainable Development GENERAL</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>SDG 3. Ensure healthy lives and promote well-being for all at all ages. http://www.un.org/sustainabledevelopment/health/</p> </div> </div>
<p>Y9 HASS CIVICS AND CITIZENSHIP Students continue to build on their understanding of the</p>	<p>Our democratic rights The role of political parties, and independent representatives in Australia's system of government, including the formation of</p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>All SDGs, especially</p> <p>SDG 10. Reduce inequality within and among countries. www.un.org/sustainabledevelopment/inequality/</p> </div> </div>

<p>concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.</p>	<p>governments (ACHCK075) How citizens' choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, political party campaigns) (ACHCK076) How social media is used to influence people's understanding of issues (ACHCK076) The key features of Australia's court system and the role of a particular court (e.g. a supreme court, a magistrates' court, the Family Court of Australia) and the types of cases different courts hear (ACHCK077) How courts apply and interpret the law, resolve disputes, and make law through judgments (e.g. the role of precedents) (ACHCK077) The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078) The factors that can undermine the application of the principles of justice (e.g. bribery, coercion of witnesses, trial by media, court delays) (ACHCK078)</p>	 <p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive situations at all levels. http://www.un.org/sustainabledevelopment/peace-justice/</p>
<p>Y 9 HASS ECONOMICS AND BUSINESS Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing</p>	<p>Australia and the global economy The role of the key participants in the Australian economy, such as consumers, producers, workers and the government (ACHEK038) Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded (ACHEK038) Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy (ACHEK039) Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types (ACHEK040) The ways consumers can protect themselves from risks, such as debt, scams and identity theft (ACHEK040) The nature of innovation and how businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041)</p>	 <p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. http://www.un.org/sustainabledevelopment/economic-growth/</p>  <p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. http://www.un.org/sustainabledevelopment/infrastructure-industrialization/</p>  <p>SDG 10. Reduce inequality within and among countries. www.un.org/sustainabledevelopment/inequality/</p>

<p>Australian and global workplace are explored.</p>	<p>The way the work environment is changing in contemporary Australia and the implication for current and future work (ACHEK042)</p>	 <p>SDG 12. Ensure sustainable consumption and production patterns. http://www.un.org/sustainabledevelopment/sustainable-consumption-production/</p>
<p>HASS Y9 GEOGRAPHY The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.</p>	<p>Biomes and food security The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060) The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation) (ACHGK061) The environmental, economic and technological factors that influence crop yields in Australia and across the world (e.g. climate, soils, landforms, water resources, irrigation, accessibility, labour supply, agricultural technologies) (ACHGK062) The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world (ACHGK063) The effects of anticipated future population growth on global food production and security; the capacity for Australia and the world to achieve food security; the implications for agriculture, agricultural innovation and environmental sustainability (ACHGK064)</p> <p>Geographies of interconnections The perceptions people have of place, and how this influences their connections to different places (ACHGK065) The way transportation, and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066) The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)</p>	 <p>SDG 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture. http://www.un.org/sustainabledevelopment/hunger/</p>  <p>SDG 3. Ensure healthy lives and promote well-being for all at all ages. http://www.un.org/sustainabledevelopment/health/</p>  <p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. http://www.un.org/sustainabledevelopment/infrastructure-industrialization/</p>  <p>SDG 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development. http://www.un.org/sustainabledevelopment/oceans</p>  <p>SDG 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss. http://www.un.org/sustainabledevelopment/biodiversity/</p>  <p>Sustainable Development GENERAL</p>  <p>SDG 12. Ensure sustainable consumption and production patterns. http://www.un.org/sustainabledevelopment/sustainable-consumption-production/</p>

<p>HASS Y 9 HISTORY Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.</p>	<p>History The making of the modern world Overview:</p> <ul style="list-style-type: none"> The important features of the modern period (1750–1918) including technological change, Imperialism and Nationalism <p>Depth study 1: Investigating the Industrial Revolution (1750–1914) The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia (ACDSEH017) The population movements and changing settlement patterns during the Industrial Revolution (ACDSEH080) The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081) The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)</p> <p>Depth study 2: Investigating World War I (1914–1918) The causes of World War I and the reasons that men enlisted to fight in the war (ACDSEH021) The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095) The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate (ACDSEH096) The commemoration of World War I, including debates about the nature and significance of the ANZAC legend (ACDSEH097)</p>	<p> Sustainable Development GENERAL</p>
<p>HASS Y10 CIVICS AND CITIZENSHIP Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and</p>	<p>Justice at home and overseas The key features and values of Australia's system of government (e.g. democratic elections, the separation of powers) compared with one other system of government in the Asia region, such as China, Japan, India or Indonesia (ACHCK090)</p>	<p>All SDGs, especially  SDG 10. Reduce inequality within and among countries. www.un.org/sustainabledevelopment/inequality/</p>

<p><u>rights and responsibilities</u> by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire in to the values and practices that enable a resilient <u>democracy</u> to be sustained.</p>	<p>Australia's roles and responsibilities at a global level (e.g. provision of foreign aid, peacekeeping, participation in international organisations, such as the United Nations) (ACHCK091) The role of the High Court, including interpreting the Constitution (ACHCK092) The international agreements Australia has ratified and examples of how they shape <u>government</u> policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples) (ACHCK093) The threats to Australia's <u>democracy</u> and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness (ACHCK094) The safeguards that protect Australia's democratic <u>system</u> and society, including shared values and the right to dissent within the bounds of the law (ACHCK094)</p>	 <p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive situations at all levels. http://www.un.org/sustainabledevelopment/peace-justice/</p>
<p>HASS Y10 ECONOMICS AND BUSINESS Students are introduced to the concept of <u>economic performance</u> and living standards while continuing to further their understanding of the concepts of making choices, <u>interdependence</u>, <u>specialisation</u>, and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic</p>	<p>Economic performance and <u>living standards</u> Indicators of <u>economic performance</u> (e.g. <u>economic growth</u> rates, unemployment <u>trends</u>, inflation rates, <u>human development index</u>, <u>quality of life index</u>, sustainability indexes) and how Australia's <u>economy</u> is performing (ACHEK050) The links between <u>economic performance</u> and <u>living standards</u>, the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt) (ACHEK051) The distribution of income and wealth in the <u>economy</u> and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments) (ACHEK051) The ways that governments manage the <u>economy</u> to improve <u>economic performance</u> and <u>living standards</u> (e.g. <u>productivity</u> policy, training and workforce <u>development</u> policy, migration), and to minimise the effects of externalities (e.g. regulation) (ACHEK052) Factors that influence major consumer and financial decisions (e.g. price, availability and cost of finance, marketing of products, age and</p>	 <p>SDG 1. End poverty in all its forms everywhere. http://www.un.org/sustainabledevelopment/poverty/</p>  <p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. http://www.un.org/sustainabledevelopment/economic-growth/</p>  <p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. http://www.un.org/sustainabledevelopment/infrastructure-industrialization/</p>  <p>SDG 10. Reduce inequality within and among countries. www.un.org/sustainabledevelopment/inequality/</p>

<p>performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.</p>	<p>gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions (ACHEK053)</p> <p>The ways businesses organise themselves to improve productivity (e.g. provision of training, investment in applications of technology, use of just-in-time inventory systems) (ACHEK054)</p> <p>Ways that businesses respond to improved economic conditions (e.g. increasing their research and development funding to create innovative products, adjusting marketing strategies to expand their market share) (ACHEK054)</p>	 <p>SDG 12. Ensure sustainable consumption and production patterns. http://www.un.org/sustainabledevelopment/sustainable-consumption-production/</p>
<p>HASS Y10 GEOGRAPHY</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.</p>	<p>Environmental change and management</p> <p>The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments) (ACHGK070)</p> <p>The environmental worldviews of people and their implications for environmental management (ACHGK071)</p> <p>Select one of the following types of environments as the context for a comparative study of an environmental change for Australia and one other country:</p> <ul style="list-style-type: none"> • land • inland water • coast • marine • urban <p>The causes and likely consequences of environmental change being investigated (ACHGK073)</p> <p>The strategies to manage the environmental change being investigated (ACHGK074)</p> <p>The application of environmental, economic and social criteria in evaluating management responses to the change being investigated (ACHGK075)</p> <p>Geographies of human wellbeing</p> <p>The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)</p>	 <p>SDG 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development. http://www.un.org/sustainabledevelopment/oceans</p>  <p>SDG 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss. SDG 2</p>  <p>SDG 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture. http://www.un.org/sustainabledevelopment/hunger/</p>  <p>SDG 3. Ensure healthy lives and promote well-being for all at all ages. http://www.un.org/sustainabledevelopment/health/</p>  <p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable. http://www.un.org/sustainabledevelopment/cities/</p>

	<p>The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)</p> <p>The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)</p> <p>The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)</p>	
<p>HASS Y10 HISTORY</p> <p>Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.</p>	<p>The modern world and Australia</p> <p>Overview:</p> <ul style="list-style-type: none"> The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018) <p>Depth study 1: Investigating World War II (1939–1945)</p> <p>The causes and course of World War II (ACDSEH024)</p> <p>The experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore (ACDSEH108)</p> <p>The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (e.g. conscription, manpower controls, rationing, censorship) (ACDSEH109)</p> <p>An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)</p> <p>Depth study 2: Investigating rights and freedoms (1945–the present)</p> <p>The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023)</p> <p>The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)</p> <p>The US civil rights movement and its influence on Australia (ACDSEH105)</p> <p>The significance of one of the following for the civil rights of</p>	<p>Sustainable Development GENERAL</p>  <p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive situations at all levels.</p>  <p>http://www.un.org/sustainabledevelopment/peace-justice/</p>

	<p>Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; <i>Bringing Them Home Report (the Stolen Generations)</i>; the Apology (ACDSEH106)</p> <p>Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of one individual or group in the struggle (ACDSEH134)</p>	
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