

# **APPENDIX**

## **The State of Civics and Citizenship Education in NSW**

**Comparison between the NSW  
and Australian Curriculum**



**RULE OF LAW**  
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## **The State of Civics and Citizenship Education in NSW**

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## APPENDIX 1 – NESA KEY LEARNING AREAS



# NSW Curriculum

NSW Education Standards Authority


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## HSIE syllabuses

Primary (K–6)

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K–10 Syllabus




**Aboriginal Studies**

**Years 7–10** 

7–10 Syllabus



**Commerce Years**

**7–10** 


7–10 Syllabus




**Geography  
Elective Years 7–10**



7–10 Syllabus

**History Elective  
Years 7–10** 

7–10 Syllabus







**Work Education  
Years 7–10** 

7–10 Syllabus

<https://curriculum.nsw.edu.au/learning-areas/hsie>

## APPENDIX 2A - Comparison of the NESA (NSW) Curriculum and Australian Curriculum – STAGE 2 HISTORY

NSW Curriculum <i>History</i>	Australian Curriculum <i>Civics and Citizenship Education</i>
<b>STAGE 2</b>	

 <p>Learning across the curriculum: <b>Civics and Citizenship</b> icon</p> <p><b>Celebrations</b></p> <p><b>HT2-1</b> identifies celebrations and commemorations of significance in Australia and the world</p> <p><b>HT2-2</b> describes and explains how significant individuals, groups and events contributed to changes in the local community over time</p> <p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• Who lived here first and how do we know?</li> <li>• How has our community changed? What features have been lost and what features have been retained?</li> <li>• What is the nature of the contribution made by different groups and individuals in the community?</li> <li>• How and why do people choose to remember significant events of the past?</li> </ul> <p><b>CONTENT</b></p> <p>The importance of <u>Country</u> and Place to <u>Aboriginal and/or Torres Strait Islander peoples</u> who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or <u>sources</u> are not readily available, another representative area may be studied.) (ACHHK060)</p> <ul style="list-style-type: none"> <li>• <i>identify the original Aboriginal languages spoken in the local or regional area</i> </li> <li>• <i>identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place</i> </li> <li>• <i>respond to Aboriginal stories told about Country presented in texts or by a guest speaker</i> </li> </ul> <p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory (ACHHK061)</p> <ul style="list-style-type: none"> <li>• <i>using a range of sources, describe and explain how and why ONE area, eg transport, work, education, entertainment and daily life, has changed or ONE that has remained the same in the local area, region or state/territory since colonial times</i> </li> </ul> 	<p><b>YEAR 3</b></p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>democracy, laws, citizens and citizenship, diversity and identity</b>. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity).</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>• How are decisions made democratically?</li> <li>• Why do we make rules?</li> <li>• How can I participate in my community?</li> </ul> <p><b>CONTENT</b></p> <p>The importance of making decisions democratically (<a href="#">ACHASSK070</a>)</p> <ul style="list-style-type: none"> <li>• <i>making a decision as a class by allowing everyone to have a say and a vote</i></li> <li>• <i>building empathy by reflecting on how it feels to be included or excluded from making decisions and identifying situations when it is fair for decisions to be made without taking a majority vote (for example, by teachers or parents)</i></li> <li>• <i>identifying places and situations in communities where decisions are made democratically</i></li> </ul> <p>Who makes rules, why rules are important and the consequences of rules not being followed (<a href="#">ACHASSK071</a>)</p> <ul style="list-style-type: none"> <li>• <i>developing and justifying a set of fair rules and consequences for the class</i></li> <li>• <i>identifying familiar rules, how rules protect the rights of others, what their responsibilities are to others, and the consequences when rules are not followed</i></li> <li>• <i>considering why rules differ across contexts (for example, a library, the playground, in class, at home, in games and in cultural groups)</i></li> </ul>
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The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)

1. *identify the various cultural groups that live and work in the local community* 🌐
2. *focusing on ONE group, investigate their diverse backgrounds and outline their contribution to the local community using a range of sources, eg photographs, newspapers, oral histories, diaries and letters* 📰 📅

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week, National Sorry Day) and the importance of symbols and emblems (ACHHK063)

- *identify and describe local, state and national symbols and discuss the origins, symbolism and significance, eg the school logo, Australian and Aboriginal and Torres Strait Islander flags, coats of arms from states and Australia* 🇦🇺
- *identify important Australian celebrations and commemorations and discuss their origins and significance in society* 🗣️ 🌐

Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)

1. *identify global celebrations and commemorations, including those of the major world religions* 🌐 🗣️
2. *describe the origin of these celebrations* 🌐 🗣️

## First Contacts

**HT2-3** describes people, events and actions related to world exploration and its effects

**HT2-4** describes and explains effects of British colonisation in Australia

### Key inquiry questions:

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?

- *discussing situations where it is not fair to have one rule that treats everyone the same, if some people (for example, students with a disability) have different needs or would be unable to follow the rules*
- *exploring cultural norms behind some rule-making (for example, removing shoes before entering places of cultural significance)*
- *identifying who has the authority to make rules (for example, at school or in a sporting club)*

Why people participate within communities and how students can actively participate and contribute ([ACHASSK072](#))

- *identifying groups in the local community or through a virtual community and exploring their purpose*
- *exploring how they could participate in a school or community project (for example, raising money for a relevant aid project such as sponsorship of a sports team; working to protect a bird habitat)*
- *investigating an individual's contribution and why it was recognised (for example, an individual who was awarded an Order of Australia)*
- *exploring the motivations of people who have contributed to communities (for example, local community volunteers, leaders and Elders)*

## YEAR 4

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws, citizens and citizenship, diversity and identity**. Students' understanding of democratic decision-making is further developed through a study of the role of their local government and the services it provides to their community (government and democracy). They examine how rules and laws affect them and the importance of laws in society (laws and citizens) and they explore cultural diversity in their community; in particular, how belonging to different groups can shape personal identity (diversity and identity).

### Inquiry Questions

- How can local government contribute to community life?
- What is the difference between rules and laws and why are they important?
- How has my identity been shaped by the groups to which I belong?




<ul style="list-style-type: none"> <li>Why did the Europeans settle in Australia?</li> </ul> <p>1. What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?</p> <p><b>CONTENT</b></p> <p>The diversity and longevity of Australia's first peoples and the ways <u>Aboriginal and/or Torres Strait Islander peoples</u> are connected to <u>Country</u> and Place (land, sea, waterways and skies) and the implications for their daily lives (ACHHK077)</p> <ul style="list-style-type: none"> <li>identify the original inhabitants of Australia and create a timeline indicating their longevity in Australia of more than 50,000 years 🗓️📅</li> <li>investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other <u>sources</u>, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country 🗓️📅</li> </ul> <p>The journey(s) of at least ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHHK078)</p> <ul style="list-style-type: none"> <li>discuss the <u>significance</u> of opening of world trade routes by early explorers such as Vasco da Gama, Columbus, Magellan ⚙️🗺️</li> <li>outline the voyages of ONE early explorer, eg Zheng He, Torres, Jansz, Tasman, Captain Cook or La Perouse, and explain the impact of their voyages ⚙️🗺️</li> <li>discuss the question: 'Who discovered Australia?' ⚙️🗺️</li> </ul> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHHK079)</p> <ul style="list-style-type: none"> <li>identify reasons for the voyage of the First Fleet and explain why various groups were passengers</li> <li>describe the establishment of the British colony at Port Jackson 🗺️📅</li> <li>using a range of sources, investigate the everyday life of ONE of the following who sailed on the First Fleet and lived in the early colony: a soldier, convict, ex-convict, official 🗺️📅</li> </ul> <p>The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, families and the environment (ACHHK080)</p>	<p><b>CONTENT</b></p> <p>The role of local government and the decisions it makes on behalf of the community (<a href="#">ACHASSK091</a>)</p> <ul style="list-style-type: none"> <li>examining how local government is chosen and by whom</li> <li>exploring what local government does, including the services it provides (for example, environment and waste, libraries, health, parks, cultural events, pools and sport, arts and pet management)</li> <li>describing how local government services impact on the lives of students</li> </ul> <p>The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACHASSK092</a>)</p> <ul style="list-style-type: none"> <li>distinguishing between 'laws' (for example, speeding in school zones) and 'rules' (for example, sun safety in the school)</li> <li>exploring the purpose of laws and recognising that laws apply to everyone in society</li> <li>discussing examples of laws and why they are important to students' lives</li> <li>investigating the impact of laws on Aboriginal and Torres Strait Islander Peoples (for example, environmental laws, native title laws and laws concerning sacred sites)</li> </ul> <p>The different cultural, religious and/or social groups to which they and others in the community belong (<a href="#">ACHASSK093</a>)</p> <ul style="list-style-type: none"> <li>identifying diversity through the different social, cultural and religious groups students belong to</li> <li>listing and comparing the different beliefs, traditions and symbols used by groups</li> <li>recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions</li> </ul>
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- describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance 🌐
- explain the term terra nullius and describe how this affected the British attitude to Aboriginal and Torres Strait Islander peoples 🌿
- use sources to identify different perspectives on the arrival of the British to Australia 🌿
- outline the impact of early British colonisation on Aboriginal and Torres Strait Islander peoples' country 🌿



## APPENDIX 2B - Comparison of the NESA (NSW) Curriculum and Australian Curriculum – STAGE 3 HISTORY

NSW Curriculum <i>History</i>	Australian Curriculum <i>Civics and Citizenship Education</i>
<p><b>STAGE 3</b></p> <p>Learning across the curriculum: <b>Civics and Citizenship</b> icon</p>  <p><b>The Australian Colonies</b></p> <p><b>HT3-1</b> describes and explains the significance of people, groups, places and events to the development of Australia</p> <p><b>HT3-2</b> describes and explains different experiences of people living in Australia over time</p> <p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>– What do we know about the lives of people in Australia’s colonial past and how do we know?</li> <li>– How did an Australian colony develop over time and why?</li> <li>– How did colonial settlement change the environment?</li> <li>– What were the significant events and who were the significant people that shaped Australian colonies?</li> </ul> <p><b>CONTENT</b></p> <p>Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHHK093)</p> <ul style="list-style-type: none"> <li>– discuss why the British government set up colonies in Australia after 1800 </li> </ul> <p>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including <u>Aboriginal and Torres Strait Islander peoples</u>) and how the environment changed (ACHHK094)</p> <ul style="list-style-type: none"> <li>– outline settlement patterns in the nineteenth century and the factors which influenced them </li> </ul>	<p><b>YEAR 5</b></p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws, citizens and citizenship, diversity and identity</b>. Students are introduced to the key values of Australia’s liberal democratic system of government, such as freedom, equality, fairness and justice (government and democracy). Students begin to understand representative democracy by examining the features of the voting processes in Australia (government and democracy). Students expand on their knowledge of the law by studying the role of laws and law enforcement (laws and citizens). Students investigate how diverse groups cooperate and participate in our community (citizenship, diversity and identity).</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>– What is democracy in Australia and why is voting in a democracy important?</li> <li>– Why do we have laws and regulations?</li> <li>– How and why do people participate in groups to achieve shared goals?</li> </ul> <p><b>CONTENT</b></p> <p>The key values that underpin Australia’s democracy (<a href="#">ACHASSK115</a>)</p> <ul style="list-style-type: none"> <li>• discussing the meaning of democracy</li> <li>• discussing the meaning and importance of the key values of Australian democracy (for example, freedom of election and being elected; freedom of assembly and political participation; freedom of speech, expression and religious belief; rule of law; other basic human rights)</li> <li>• considering how students apply democratic values in familiar contexts</li> </ul> <p>The key features of the electoral process in Australia (<a href="#">ACHASSK116</a>)</p> <ul style="list-style-type: none"> <li>• exploring the secret ballot and compulsory voting as key features of Australia’s democracy</li> <li>• recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair</li> <li>• clarifying who has the right to vote and stand for election in Australia</li> </ul>

- discuss the impact of settlement on local Aboriginal peoples and the environment 🌱🌿
- discuss the diverse relationships between Aboriginal peoples and the British 🌱🌿
- investigate the everyday life of a variety of men and women in post-1800 colonial settlements using a range of sources and explain their different experiences ⚙️

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought (ACHHK095)

- identify events that have shaped Australia's identity and discuss why they were significant 🌱🌿⚙️
- use a range of sources to investigate ONE significant development or event and its impact on the chosen colony 📖⚙️

The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony (ACHHK096)

- identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration 🌐🌐
- investigate the experiences of a particular migrant group and the contributions they made to society 🌐

The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples (ACHHK097)

- use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony 🌱🌿

**Why regulations and laws are enforced and the personnel involved (ACHASSK117)**

- categorising the different types of laws and regulations in their community and who enforces them (road laws – police; health laws – public health department; pollution laws – environmental protection officer)
- identifying and researching the role of different people associated with law enforcement (for example, quarantine and customs officials, police) and the legal system (for example, judges and lawyers)

**How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)**

- discussing how and why people volunteer for groups in their community (for example, rural fire services, emergency services groups and youth groups)
- using social media to share and discuss ideas about how people can work together as local, regional and global citizens (for example, as communities for a local environmental issue or project)
- examining Aboriginal and Torres Strait Islander organisations and the services they provide
- discussing ways people resolve differences (for example, through negotiation and Reconciliation)

## Australia as a Nation

**HT3-3** identifies change and continuity and describes the causes and effects of change on Australian society

**HT3-4** describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

### Key inquiry questions:

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

## CONTENT

Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government (ACHHK113)

- identify the influences of Britain and the USA on Australian democracy
- sequence key figures and events and explain their significance in the development of Australian democracy, eg Sir Henry Parkes, Edmund Barton, Louisa Lawson, Vida Goldstein 🇦🇷 🇺🇸 ⚙️
- outline local, state and federal government structures and responsibilities 🇦🇷

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children (ACHHK114)

- examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children 🇦🇷 🇺🇸 ⚖️
- explain how Australian society has changed throughout the twentieth century for these groups ⚖️

## YEAR 6

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws, citizens and citizenship, diversity and identity**. Students study the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives (government and democracy). Students learn how state/territory and federal laws are made in a parliamentary system (law). Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails (citizenship and identity) and explore the obligations that people may have as global citizens (citizenship, diversity and identity).

### Inquiry Questions

- What are the roles and responsibilities of the different levels of government in Australia?
- How are laws developed in Australia?
- What does it mean to be an Australian citizen?

## CONTENT

The key institutions of Australia's democratic system of government and how it is based on the Westminster system ([ACHASSK143](#))

- explaining the role of the monarchy and its representatives in Australia including the Governor-General, and the parliaments and courts in Australia's system of government
- recognising the importance of the Westminster system and the Magna Carta in influencing Australia's parliamentary government
- investigating sites virtually or in situ associated with key democratic institutions to explore their roles, such as Parliament House in Canberra

The roles and responsibilities of Australia's three levels of government ([ACHASSK144](#))

- clarifying the roles and responsibilities of the three levels of government (local, state/territory and federal)
- identifying issues where federal and state parliaments both have the power to make laws; recognising that federal law will override the state law if federal and state laws conflict on these issues
- identifying instances where there may be multiple levels of government involved (for example, in relation to the environment such as management of the Murray-Darling river system)

– investigate the significance of ONE of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples 🗳️🗳️

- the Stolen Generations
- the right to vote federally in 1962
- the 1967 Referendum
- the Mabo decision

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, sciences, the arts, sport (ACHHK116)

- use sources such as oral history to research stories of migration to Australia, including the experiences of ONE Asian family, explaining reasons for migration 🌐🌐🌐
- explain how migrants have contributed to Australian society 🌐
- using a range of sources, research and describe the contribution of Aboriginal and Torres Strait Islander peoples and other groups to Australian society 🗳️🗳️🗳️

**The responsibilities of electors and representatives in Australia's democracy (ACHASSK145)**

- considering the responsibilities of electors (for example, enrolling to vote, being informed and voting responsibly)
- identifying the characteristics that would make for a 'good' representative at the local, state/territory or national level

**Where ideas for new laws can come from and how they become law (ACHASSK146)**

- investigating where ideas for new laws come from (for example, from party policy, perhaps announced during an election campaign; from suggestions by members and senators; from interest groups in the community)
- exploring how bills are debated and scrutinised (for example, the role of parliamentary committees and the ability of citizens to make submissions to these committees)
- identifying the role of the Executive in relation to the development of policies and the introduction of bills, including the role of Cabinet in approving the drafting of a bill and the role of the public service in drafting and implementing legislation

**The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)**


- investigating how people become Australian citizens
- discussing the Australian citizenship pledge and comparing it to the former oath of allegiance to the monarch to explore notions of allegiance
- clarifying the formal rights and responsibilities of Australian citizenship and comparing these to the rights and responsibilities of non-citizens
- exploring how laws protect human rights (for example, gender, disability, race and age discrimination law)
- exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship (for example, those of Asian heritage)

**The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)**

- identifying the obligations people may consider they have as global citizens (for example, an awareness of human rights issues, concern for the environment and sustainability, being active and informed about global issues)
- describing dual citizenship and its implications for identity and belonging

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• using a current global issue (for example, immigration across borders or clearing native forests to establish palm oil plantations) to discuss the concept of global citizenship</li></ul> |
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## APPENDIX 2C - Comparison of the NESA (NSW) Curriculum and Australian Curriculum – STAGE 4 HISTORY

NSW Curriculum <i>History (Mandatory)</i>	Australian Curriculum <i>Civics and Citizenship Education</i>
<p><b>STAGE 4</b></p> <p>The Stage 4 curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, India and China.</p>  <p>Students study a range of depth studies from the end of the ancient period to the beginning of the modern period (c. AD 650 – c. 1750). During this period, major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world.</p> <p>Learning across the curriculum: Civics and Citizenship icon:</p> <p><b>CONTENT</b></p> <p><b>The Ancient World</b></p> <p>The overview is approximately 10% of teaching time of The Ancient World. The overview may be taught separately or may be integrated with the depth studies.</p> <p>Historical context of the overview</p> <p>According to the 'out of Africa' theory, about 60 000 years ago modern humans (<i>Homo sapiens</i>) began to leave that continent and gradually spread throughout the world. Some groups eventually settled down to grow crops and domesticate animals. In some regions, villages, towns and finally cities emerged and specialised occupations and trades developed. Organised activities and institutions developed, such as manufacture and trade, art and writing, religion and law, military and political structures. Some of these societies became the focal points of empires which shaped various parts of the ancient world.</p> <p><b>Students briefly outline:</b></p> <ul style="list-style-type: none"> <li>the theory that people moved out of Africa around 60 000 years ago and migrated to other parts of the world including Australia</li> </ul>	<p><b>YEAR 7</b></p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws, citizens and citizenship, diversity and identity</b>. The Year 7 curriculum provides a study of the <b>key features of Australia's system of government and explores how this system aims to protect all Australians</b>. Students <b>examine the Australian Constitution and how its features, principles and values shape Australia's democracy</b>. They look at how the <b>rights of individuals are protected through the justice system</b>. Students also explore how Australia's secular system of government supports a diverse society with shared values.</p> <p><b>Inquiry Questions</b></p> <ol style="list-style-type: none"> <li>How is Australia's system of democratic government shaped by the Constitution?</li> <li>What principles of justice help to protect the individual's rights to justice in Australia's system of law?</li> <li>How is Australia a diverse society and what factors contribute to a cohesive society?</li> </ol> <p><b>CONTENT</b></p> <p><b>Government and democracy</b></p> <p>The key features of government under the Australian with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers (ACHCK048)</p> <ol style="list-style-type: none"> <li>exploring the concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power</li> <li>using an issue such as water management, education or health to explore the division of powers between state/territory and federal levels of government and identifying the way that conflicts between state laws and Commonwealth laws are resolved</li> </ol>

- the evidence for the emergence and establishment of ancient societies, including art, iconography, writing, tools and pottery
- key features of ancient societies** (farming, trade, social classes, religion, **rule of law**)

#### Depth Studies

There are three (3) Ancient World depth studies. Key inquiry questions for the following three

(3) Ancient World depth studies:

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

Depth Study 1	Depth Study 2	Depth Study 3
Investigating the Ancient Past (including ancient Australia)	The Mediterranean World ONE of the following to be studied: Egypt OR Greece OR Rome	The Asian World ONE of the following to be studied: India OR China

#### Depth Study 1: Investigating the Ancient Past

##### Outcomes

A student:

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past HT41

##### Content

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

Students:

- outline the main features of history and archaeology
- outline the role of historians and archaeologists ★
- define the terms and concepts relating to historical time, including BC/AD, BCE/CE

- describing the role of the GovernorGeneral, the different roles of the House of Representatives and the Senate, the Prime Minister, ministers or the Cabinet and courts
- identifying the principles of representative and responsible government that underpin the Australian Constitution
- identifying the composition of the Legislature (the Queen, represented by the GovernorGeneral, and the Senate and the House of Representatives), Executive (the Queen, represented by the Governor General, Prime Minister and ministers) and Judiciary (the High Court and other federal courts)
- discussing how ministers are subject to the scrutiny of other members of the parliament led by an officially recognised opposition
- the process for constitutional change through a referendum (ACHCK049)
- describing the process by which referendums to change the Australian Constitution are initiated and decided
- exploring examples of attempts to change the Australian Constitution by referendum (for example, the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the constitution Alteration (Establishment of Republic) 1999)
- discussing the advantages and disadvantages of having a Constitution that can only be amended by referendum

#### Laws and Citizens

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

- discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors
- exploring how Australians can receive access to justice and legal representation, such as through legal aid
- discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof

#### Citizenship, diversity and identity

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

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


















<ul style="list-style-type: none"> <li>describe and explain the different approaches to historical investigation taken by archaeologists and historians 🎓⚙️</li> </ul> <p><b>The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>list a range of sources used by archaeologists and historians in historical investigations 📖</li> </ul> <p><b>The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains (ACDSEH030)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>use the process of historical investigation to examine at least ONE historical controversy or mystery 🎓⚙️</li> </ul> <p><b>The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>locate and describe a variety of sources for ancient Australia, eg animal and human remains, tools, middens, art and stories and sites related to the Dreaming 🖐️</li> <li>investigate what these sources reveal about Australia's ancient past 🖐️⚙️</li> </ul> <p><b>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples (ACDSEH148)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>identify ancient sites that have disappeared, or are threatened or have been protected and preserved, eg Akrotiri, Pompeii, the Pharos Lighthouse, Angkor Wat, Teotihuacan 📍🌿</li> <li>identify some methods of preserving and conserving archaeological and historical remains 📖</li> <li>describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander peoples 🖐️🌿</li> <li>using a range of sources, including digital sources, eg UNESCO World Heritage criteria for ancient sites, choose ONE site to explain why it is important for a chosen site to be preserved and conserved 🎓📖⚙️</li> </ul> <p><b>Depth Study 2: The Mediterranean World</b></p> <p><b>Outcomes</b></p>	<ol style="list-style-type: none"> <li>identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources</li> <li>exploring the diversity of spiritualities among Aboriginal and Torres Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam</li> <li>appreciating the cultural and historical foundations of Australia's Christian heritage</li> </ol> <p><b>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)</b></p> <ol style="list-style-type: none"> <li>identifying values shared by Australians and deciding which ones could also be considered universal values</li> <li>identifying how human rights values are consistent with Australian values</li> </ol> <p><b>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)</b></p> <ol style="list-style-type: none"> <li>investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole</li> <li>discussing how stereotypes are linked with people's cultural identity (for example, clothes, accent/language, media representations)</li> <li>considering how Australia's location in the Asian region influences interactions between Australians and those living in the region</li> <li>discussing how belonging to a religious or cultural group can provide a sense of belonging and how this group membership can shape an individual's identity</li> <li>identifying the different ways that cultural and religious groups express their beliefs, identity and experiences (for example, through customs, practices, symbols, language, traditions and art, and virtual communities)</li> </ol> <p><b>YEAR 8</b></p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws, citizens and citizenship, diversity and identity</b>. The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.</p>
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<p><b>A student:</b>  <b>HT4-2</b> describes major periods of historical time and sequences events, people and societies from the past  <b>HT4-3</b> describes and assesses the motives and actions of past individuals and groups in the context of past societies</p> <p>Students investigate <b>ONE</b> of the following ancient Mediterranean societies in depth, using a range of archaeological and written sources:  <b>2a</b> Egypt  OR  <b>2b</b> Greece  OR  <b>2c</b> Rome</p> <p><b>Content</b>  <b>The physical features of the ancient society and how they influenced the civilisation that developed there (ACDSEH002, ACDSEH003, ACDSEH004)</b>  Students:  <ul style="list-style-type: none"> <li>describe the geographical setting and natural features of the ancient society</li> <li>explain how the geographical setting and natural features influenced the development of the society 🌿</li> </ul> <b>Roles of key groups in the ancient society, including the influence of law and religion (ACDSEH032, ACDSEH035, ACDSEH038)</b>  Students:  <ul style="list-style-type: none"> <li>outline how the ancient society was organised and governed including the roles of law and religion 🗳️</li> <li>describe the roles of appropriate key groups in the ancient society, eg the ruling elite, the nobility, citizens (Greece and Rome), bureaucracy, women and slaves 🗳️</li> <li>describe the everyday life of men, women and children in the ancient society 🌐</li> </ul> <b>The significant beliefs, values and practices of the ancient society, with a particular emphasis on ONE of the following areas: warfare, or death and funerary customs (ACDSEH033, ACDSEH036, ACDSEH039)</b>  Students:</p>	<p><b>Inquiry Questions</b></p> <ol style="list-style-type: none"> <li>What are the freedoms and responsibilities of citizens in Australia's democracy?</li> <li>How are laws made and applied in Australia?</li> <li>What different perspectives are there about national identity?</li> </ol> <p><b>CONTENT</b>  <b>Government and democracy</b>  <b>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)</b></p> <ol style="list-style-type: none"> <li><i>explaining how each freedom supports active participation in Australia's democracy discussing how and why 'the bounds of law' can limit these freedoms</i></li> <li><i>considering the circumstances that can lead to dissent in a democracy</i></li> <li><i>debating how to manage situations when rights and freedoms are in conflict (for example, whether it should be a matter for parliaments or judges to resolve)</i></li> </ol> <p><b>How citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)</b></p> <ol style="list-style-type: none"> <li><i>exploring how elected representatives can advocate on behalf of citizens</i></li> <li><i>investigating examples where citizens have taken direct action such as organising a public demonstration or social media campaign</i></li> <li><i>analysing how opinion polls are conducted and the ways they are used in democratic debate</i></li> <li><i>exploring the different ways that citizens can participate in and support Australia's democracy through their working lives, such as by serving in the armed services or as a reservist, teaching, representing Australia abroad as a diplomat or aid worker, or joining the police service or the public service</i></li> </ol> <p><b>Laws and Citizens</b>  <b>How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063)</b></p>
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<ul style="list-style-type: none"> <li>explain how the beliefs and values of the ancient society are evident in practices related to at least ONE of the following: ⚔️</li> <li>warfare</li> <li>death and funerary customs</li> </ul> <p><b>Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties (ACDSEH034, ACDSEH037, ACDSEH040)</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>identify contacts and conflicts of peoples within the ancient world</li> <li>describe significant contacts with other societies through trade, warfare and conquest</li> <li>explain the consequences of these contacts with other societies, eg developments in trade, the spread of religious beliefs, the emergence of empires and diplomacy 🌐⚙️🗺️</li> <li>explain the legacy of the chosen ancient society ⚙️</li> </ul> <p><b>The role of a significant individual in the ancient Mediterranean world such as Hatshepsut, Rameses II, Pericles, Julius Caesar or Augustus (ACDSEH129, ACDSEH130, ACDSEH131)</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>using a range of sources, including digital sources, investigate the role of a significant individual in the ancient Mediterranean world 🖥️📖👥</li> <li>assess the role and significance of the individual chosen ⚙️📖👥</li> </ul> <p><b>Depth Study 3: The Asian World</b></p> <p><b>Outcomes</b></p> <p><b>A student:</b></p> <p><b>HT4-2</b> describes major periods of historical time and sequences events, people and societies from the past</p> <p><b>HT4-3</b> describes and assesses the motives and actions of past individuals and groups in the context of past societies</p> <p><b>Students investigate ONE of the following of these ancient Asian societies in depth:</b></p> <p><b>3a India</b></p> <p><b>OR</b></p> <p><b>3b China</b></p>	<ol style="list-style-type: none"> <li><i>comparing some examples of statutes and common laws and the way they are made and outlining the hierarchy of these different types of laws (for example, that statutes will override the common law)</i></li> <li><i>distinguishing statutory and common law from executive law (delegated law) and identifying how the Houses of Parliament can disallow delegated legislation</i></li> <li><i>discussing examples of recent laws passed through parliaments that enact government policy</i></li> </ol> <p><b>The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)</b></p> <ol style="list-style-type: none"> <li><i>explaining the difference between criminal law and civil law</i></li> <li><i>considering the significance of customary law for Aboriginal and Torres Strait Islander Peoples</i></li> </ol> <p><b>Citizenship, diversity and identity</b></p> <p><b>The values and beliefs of religions practised in contemporary Australia, including Christianity (ACHCK065)</b></p> <ol style="list-style-type: none"> <li><i>identifying Christian traditions that have influenced the development of Australian society, democracy and law</i></li> <li><i>identifying the values and beliefs of religions practised in contemporary Australia (for example, Christianity, Judaism, Buddhism, Islam, Hinduism)</i></li> </ol> <p><b>Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)</b></p> <ol style="list-style-type: none"> <li><i>investigating representations of Australian identity evident in national day events (such as Anzac Day), and in the media and popular culture, to analyse different perspectives on the interpretation of national identity</i></li> <li><i>examining contemporary influences on the shaping of Australian national identity, such as the natural environment, immigration, attitudes to Asia and Reconciliation between Aboriginal and Torres Strait Islander Peoples and other Australians</i></li> </ol> <p><b>How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067)</b></p> <ol style="list-style-type: none"> <li><i>examining personal stories to explore how individuals relate to national identity and how it impacts on their sense of belonging in the Australian community</i></li> </ol>
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<p><b>Content</b></p> <p><b>The physical features of the ancient society and how they influenced the civilisation that developed there (ACDSEH006, ACDSEH005)</b></p> <p>Students:</p> <ul style="list-style-type: none"><li>• describe the geographical setting and natural features of the ancient society </li><li>• explain how the geographical setting and natural features influenced the development of the ancient society </li></ul> <p><b>Roles of key groups in the ancient society in this period (such as kings, emperors, priests, merchants, craftsmen, scholars, peasants, women), including the influence of law and religion (ACDSEH044, ACDSEH041)</b></p> <p>Students:</p> <ul style="list-style-type: none"><li>• outline the main features of the social structures and government of the ancient society, including the role of law and religion  </li><li>• describe the roles of key groups in the society </li><li>• describe the everyday life of men, women and children in the society </li></ul> <p><b>The significant beliefs, values and practices of the ancient society, with a particular emphasis on at least ONE of the following areas: warfare, or death and funerary customs (ACDSEH045, ACDSEH042)</b></p> <p>Students:</p> <ul style="list-style-type: none"><li>• explain how the beliefs and values of the ancient society are evident in practices related to ONE of the following:  </li><li>• warfare</li><li>• death and funerary customs</li></ul> <p><b>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of empires and the spread of philosophies and beliefs (ACDSEH046, ACDSEH043)</b></p> <p>Students:</p> <ol style="list-style-type: none"><li>1. identify contacts and conflicts of peoples within the ancient Asian world  </li><li>2. outline significant contacts with other societies, eg trade, warfare and conquest </li><li>3. explain the consequences of these contacts with other societies, eg developments in trade, the spread of philosophies and religious beliefs and the emergence of empires   </li><li>4. explain the legacy of the chosen Asian society </li></ol> <p><b>The role of a significant individual in the ancient Asian world, for example Chandragupta Maurya, Ashoka, Confucius or Qin Shi Huang Di (ACDSEH133, ACDSEH132)</b></p>	<p>2. <i>exploring the extent of ethnic diversity in Australia</i></p>
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### Students:

- using a range of sources, including ICT, investigate the role of a significant individual in the ancient Asian world 🖥️📱🌐
- assess the role and importance of the individual chosen ⚙️👥

## The Ancient to Modern World

### Students briefly outline:

- *the transformation of the Roman world and the spread of Christianity and Islam*
- *key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict)*
- *the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).*

### Depth Studies

There are three (3) Ancient to the Modern World depth studies. **Key inquiry questions** for the following three (3) Ancient to the Modern World Depth Studies are:

1. *How did societies change from the end of the ancient period to the beginning of the modern age?*
2. *What key beliefs and values emerged and how did they influence societies?*
3. *What were the causes and effects of contact between societies in this period?*
4. *Which significant people, groups and ideas from this period have influenced the world today?*

### Depth Studies

<b>Depth Study 4</b> <i>The Western and Islamic World</i> ONE of the following to be studied: 1. The Vikings OR 2. Medieval Europe OR 3. The Ottoman Empire OR	<b>Depth Study 5</b> <i>The Asia-Pacific World</i> ONE of the following to be studied: 1. Angkor/Khmer Empire OR 2. Japan under the Shoguns OR 3. The Polynesian expansion across the Pacific	<b>Depth Study 6</b> <i>Expanding Contacts</i> ONE of the following to be studied: 1. Mongol expansion OR 2. The Black Death in Asia, Europe and Africa OR 3. The Spanish Conquest of the Americas OR
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4. Renaissance Italy		4. Aboriginal and Indigenous Peoples, Colonisation and Contact History	
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**Depth Study 4: The Western and Islamic World**

**Outcomes**

A student:

**HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies**

**HT4-7 identifies and describes different contexts, perspectives and interpretations of the past**

**Students investigate ONE of the following depth studies topics:**

**4a The Vikings**

**OR**

**4b Medieval Europe**

**OR**

**4c The Ottoman Empire**

**OR**

**4d Renaissance Italy**

*Topic 4a: The Vikings (c. AD 790 – c. 1066)*

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

Students:

1. *locate the Viking homelands*
2. *identify the geographical features that helped shape Viking society and history*
3. *using a range of sources, eg the Viking sagas, outline key social, cultural, economic and political features of Viking society 🌐📖📍*
4. *describe the everyday life of men, women and children in Viking society ⚔️*
5. *discuss the role of the Norse gods in Viking society 🌐⚔️*

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

Students:

1. *identify the extent of Viking exploration and trade*
2. *identify the regions conquered and/or settled by the Vikings*

3. explain how and why Viking expansion occurred, including developments in weaponry and shipbuilding technologies ⚙️

4. discuss the theory that Vikings discovered America

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

Students:

1. explain and assess the impact of the Vikings on subject peoples in England and northern Europe, including the Danelaw ⚔️⚖️
2. discuss the significance of the Norwegian (Viking) and Norman invasions of England in 1066 🏰👥
3. outline what sources reveal about different perspectives on the Vikings, for example those of English monks 📖⚙️🎓⚖️

**The role of a significant individual in the expansion of Viking settlement and influence (ACDSEH049)**

Students:

1. investigate and assess the role of significant individuals involved in the expansion of Viking settlement and influence, eg Erik the Red or Leif Ericson ⚙️
2. use sources to identify different perspectives on the chosen individual 🎓⚖️⚔️
3. discuss how the Vikings have influenced the world today

#### **Topic 4b: Medieval Europe (c. AD 590 – c. 1500)**

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

Students:

1. identify the extent and key sites of Medieval Europe
2. describe everyday life of men, women and children in Medieval European society ⚔️⚖️
3. **outline key cultural, economic and political features of Medieval European society** 🌐🏰  
⚖️
4. identify the roles and relationships of key groups in Medieval European society, using a range of sources 🎓📖🏰

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

Students:

<ol style="list-style-type: none"> <li>1. identify and describe significant developments and/or cultural achievements of Medieval Europe in at least ONE of the following areas: architecture, art, medieval manuscripts, literature and music 🌐</li> <li>2. explain the changing relations between Islam and the West during the medieval era, including the Crusades 🌐⚔️⚖️</li> <li>3. using a range of sources, outline what is revealed about different perspectives on the Crusades 📖⚙️🎓⚖️</li> </ol> <p><b>Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)</b></p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. outline the main features of at least ONE of the following: ⚖️             <ol style="list-style-type: none"> <li>2. crime and punishment</li> <li>3. military and defence systems</li> <li>4. towns, cities and commerce</li> </ol> </li> <li>5. describe the ways your chosen topic changed or remained the same</li> </ol> <p><b>The dominance of the Catholic Church (ACDSEH052)</b></p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. identify ways in which the Catholic Church influenced life in Medieval Europe 🌐⚖️⚔️</li> </ol> <p><b>The role of significant individuals (ACDSEH052)</b></p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. using a range of sources, investigate and assess the role of significant medieval individuals, eg Charlemagne, Eleanor of Aquitaine, Saladin, William Wallace or Joan of Arc 📖📖⚙️</li> <li>2. use sources to identify different perspectives on the chosen individuals 🎓⚖️⚔️</li> <li>3. discuss how Medieval Europe has influenced the world today</li> </ol> <p><b>Topic 4c: The Ottoman Empire (c. AD 1299 – c. 1683)</b></p> <p><b>The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009)</b></p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. identify key sites and the extent of the Ottoman Empire during this period</li> <li>2. describe the everyday life of men, women and children in the Ottoman Empire ⚙️</li> <li>3. outline key cultural, economic and political features of the Ottoman Empire 🌐🗺️</li> </ol>	
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**Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in AD 1453, art and architecture (ACDSEH053)**

Students:

1. *identify and describe significant developments and/or cultural achievements of the Ottoman Empire in art and architecture* 🌐
2. *sequence and explain significant developments in extending the strength and influence of the Ottoman Empire in the Middle East and Europe, eg the Battle of Kosovo, the fall of Constantinople, and the Sieges of Rhodes and Vienna* 🌐🗺️

**Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)**

Students:

1. *explain how the Ottomans maintained relationships with subject peoples, both Muslims and non-Muslims, including the policy of religious tolerance* 🌐🕌🕌
2. *using a range of sources, outline what these sources reveal about different perspectives on the Ottoman Empire* 📖⚙️🎓🌐

**The role of significant individuals in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)**

Students:

1. *investigate and assess the importance of significant individuals, eg Selim I, or Suleiman the Magnificent, in extending and maintaining the strength and influence of the Ottoman Empire* 🗺️⚙️
2. *use sources to identify different perspectives on the chosen individuals* 📖🗺️🗺️
3. *discuss how the Ottoman Empire has influenced the world today*

**Topic 4d: Renaissance Italy (c. AD 1400 – c. 1600)**

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

Students:

1. *explain why this period is known as the Renaissance*
2. *identify on a map the city-states of Italy during this period*
3. *describe the everyday life of men, women and children in Renaissance Italy* 🗺️🌟
4. *describe key economic and political features of Renaissance Italy* 🌐🗺️

**Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states (ACDSEH056)**



Students:

1. using a range of sources, investigate and explain the importance of at least ONE of the following achievements of Renaissance Italy: painting, sculpture, architecture, science and technology, literature and humanist thinking 🌐🎨🏗️🔬📖👤
2. describe how the patronage of wealthy families encouraged these developments and/or cultural achievements 🏰

#### **Relationships between rulers and ruled in ONE Italian city-state (ACDSEH057)**

Students:

1. discuss the relationships between rulers and ruled in ONE Italian city-state, eg Pisa, Florence, Naples, Venice or Rome 🏰

#### **The role and achievements of significant individuals (ACDSEH058)**

Students:

1. investigate and assess the importance of significant individuals, eg Cesare Borgia, Lucrezia Borgia, Caterina Sforza, Leonardo da Vinci, Michelangelo, Artemisia, Niccolo Machiavelli, Galileo Galilei ⚙️🔭
2. use sources to identify different perspectives on the chosen individuals 📖🏛️

#### **The spread of Renaissance culture to the rest of Europe and its legacy (ACDSEH059)**

Students:

1. explain how ideas from Renaissance Italy spread to the rest of Europe and outline its legacy 🌐

#### **Depth Study 5: The Asia-Pacific World**

Outcomes:

HT4-2 describes major periods of historical time and sequences events, people and societies from the past

HT4-4 describes and explains the causes and effects of events and developments of past societies over time

Students investigate ONE of these Asia-Pacific societies in depth:

5a Angkor/Khmer Empire

OR

5b Japan under the Shoguns

OR










5c The Polynesian expansion across the Pacific

**NB:** Where appropriate, this depth study may include some references beyond the end of the period c. 1750.

#### Topic 5a: Angkor/Khmer Empire (c. AD 802 – c. 1431)





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

Students:

1. identify key sites and the extent of the Angkor/Khmer Empire during this period 
2. describe everyday life in the Angkor/Khmer Empire   
3. outline key cultural, economic and political features of life in the Angkor/Khmer Empire   
4. identify the roles and relationships of key groups in the Angkor/Khmer Empire  







**The reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)**

Students:

1. describe the status and power of the king  
2. explain how the wealth from trade and agriculture contributed to Angkor's rise to prominence  






**The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)**

Students:

1. using a range of sources and the site of Angkor as an historical source, describe what it reveals about Angkor/Khmer life and culture. This could include:      
2. the construction of the temples
3. the system of water management
4. religion
5. agriculture

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

Students:

1. outline theories about the decline of Angkor and assess which factors were most significant     
2. explain the significance of Angkor today

#### Topic 5b: Japan under the Shoguns (c. AD 794 – 1867)

**The way of life in Shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)**

Students:

1. sequence the Nara and Heian periods and the Kamakura, Muromachi and Tokugawa shogunates 📅📊
2. identify key places in Japan during this period 📍
3. outline key cultural, economic and political features of this society, including the increasing power of the shogun 📖🌐📱
4. describe the everyday life of men, women and children in Japan under the shoguns 📖👤👨👩👦📱
5. identify the roles and relationships of key groups in this society using sources 📖👤📱

**The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the shogun over foreign trade (ACDSEH063)**

Students:

1. outline how the Tokugawa Shogunate took control of Japan by AD 1603 📅📱
2. describe how the Tokugawa Shoguns revived the feudal system in Japan 📖📱
3. explain how foreign trade was controlled by the Tokugawa Shoguns 📖🌐📱

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

Students:

1. describe how the Japanese used land and forests as resources 📖🌳📱
2. outline the Tokugawa Shogunate's policies on forestry and land use 📖🌳📱

**Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)**

Students:

1. explain why the Tokugawa Shoguns isolated Japan from the rest of the world from AD 1639 📅🌐
2. identify examples of modernisation and westernisation in Japan in this period and explain their impact 📖📱
3. assess the importance of Western influence on the decline of the Shogunate 📖📱
4. explain how the Shogunate have influenced modern Japan 📖📱

**Topic 5c: The Polynesian expansion across the Pacific (c. AD 700 – 1756)**



**Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)**

Students:

1. *identify the geographic extent and natural features of Polynesia*
2. *outline theories about the origin and spread of Polynesian settlers throughout the Pacific*
3. *locate the Pacific regions settled by the Polynesians*
4. *describe the different societies of Polynesia* 🌐✳️

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

Students:

1. *describe key environmental resources of Polynesian societies* 🌿
2. *assess Polynesian uses of environmental resources in this period, including:* ✳️🌿
  3. *the extinction of the moa in New Zealand*
  4. *the use of religious/supernatural threats to conserve resources*
  5. *the exploitation of Easter Island's palm trees*

**The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of ariki and related tribal roles in Maori and in Rapa Nui society (ACDSEH066)**

Students:

1. *describe everyday life in ONE Polynesian society during this period* ✳️✳️
2. *describe key political features of ONE Polynesian society* 🗳️🌐
3. *explain key economic activities of ONE Polynesian society* ★















**The cultural achievements of ONE Polynesian society, such as the Ta moko, the haka and hangi in Maori society and/or the moai constructed on Easter Island (ACDSEH067)**

Students:

1. *using a range of sources, describe the cultural achievements of ONE Polynesian society, such as the role of the ariki and related tribal roles in Maori and Rapa Nui society (Easter Island)* 🌐📖📺

**Depth Study 6: Expanding Contacts**

Outcomes

<p>HT4-2 describes major periods of historical time and sequences events, people and societies from the past</p> <p>HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies</p> <p>HT4-4 describes and explains the causes and effects of events and developments of past societies over time</p> <p>Students investigate <u>ONE</u> of the following historical developments in depth to explore the interaction of societies in this period:</p> <p>6a Mongol Expansion OR 6b The Black Death in Asia, Europe and Africa OR 6c The Spanish Conquest of the Americas OR 6d Aboriginal and Indigenous Peoples, Colonisation and Contact History</p> <p><b>NB: Where appropriate, this depth study may include some references beyond the end of the period of c.1750 (such as 6d).</b></p> <p>Topic 6a: Mongol Expansion (c. AD 1206 – c. 1368) The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)</p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. identify the extent and geographical features of the Mongol homeland </li> <li>2. describe the features of Mongol nomadic life  </li> <li>3. describe key political and economic features of Mongol society   </li> <li>4. describe the life and impact of Temujin (Genghis Khan) on Asia and the Middle East </li> </ol> <p>The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)</p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. outline the organisation of Genghis Khan's Mongol army </li> <li>2. describe the Mongol policies used in governing their empire including laws and taxes  </li> <li>3. using a range of sources, describe how the Mongols treated conquered peoples    </li> </ol>	
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**The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest (ACDSEH078)**

Students:

1. *locate the extent of the Mongol conquests and expansion across Asia and Europe* 🌐
2. *describe the impact of Mongol rule on Chinese social structure* 🌐
3. *explain the cultural and religious consequences of Mongol rule in China* 🌐 🗺️ 🏛️
4. *explain how and why life in China changed under Mongol rule* 🌐 🗺️ ⚙️ 🌟

**The consequences of the Mongol expansion, including contributions to European knowledge and trade routes (ACDSEH079)**

Students:

1. *using a range of sources describe and assess the significance of Mongol expansion, including contributions to European knowledge and the increase in commerce with Asia and Europe* 🌐 ⚙️ 🎓 🌟
2. *assess the reign and contributions of Kublai Khan to the Chinese empire and the wider world* 🌐 🗺️ ⚖️

**Topic 6b: 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)**

Students:

1. *locate the extent of human settlements in 14th-century Asia, Europe and Africa* 🌐 🗺️
2. *describe the everyday life of men, women and children in the 14th century and life expectancy at this time* 🗺️ 👤 👤 👤
3. *describe what doctors understood about diseases and their treatment in this period*
4. *outline what European people believed about religion and the power of God in this period* 🌐 🗺️ 🏛️

**The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)**

Students:

1. *outline the extent of trade between Europe and Asia in the 14th century* 🌐 ⚙️ 🗺️
2. *explain how trade and travel contributed to the outbreak and spread of the Black Death* 🌐 ⚙️

**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)**

Students:

1. describe the causes and symptoms of the Black Death
2. use sources to identify common treatments of the disease and discuss their effectiveness 🧑🏻🧑🏻🧑🏻
3. outline responses of social groups to the spread of the disease, including flagellants and the impact on monasteries 🏰🔱

**The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)**

Students:

1. assess the impact of the Black Death on Asian, European and African societies 🌐⚙️
2. using a range of sources, discuss different interpretations of the impact of the Black Death on European society 📖🖥️⚙️🧑🏻🧑🏻🧑🏻

**Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)**

Students:

1. describe short-term and long-term effects of the Black Death on medieval societies 🌐
2. assess the role of the Black Death in breaking down the feudal system in Europe ⚙️

**Topic 6c: The Spanish Conquest of the Americas (c.AD 1492 – c.1572)**

**Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016)**

Students:

1. locate and identify the major civilisations and cities of the Pre-Columbian Americas in this period
2. outline the organisation of society in the Pre-Columbian Americas 🌐🌐
3. describe key aspects of life in at least ONE city of the Pre-Columbian Americas, eg Teotihuacan, Tenochtitlan (Aztec), Machu Picchu (Inca) 🌐🌐🔱
4. describe the beliefs of at least ONE Pre-Columbian society in the period 🌐🔱

**When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)**

Students:


1. outline and explain the reasons for Spanish conquest and settlement in the Americas
2. identify the societies that the Spanish conquered in the Americas

<p>3. <i>describe how geographic features influenced Spanish conquest of at least ONE society</i></p> <p><b>The nature of the interaction between the Spanish and the Indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)</b></p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. <i>using a range of sources, describe different perspectives on the first-contact experiences between the Spanish and Aztec OR Inca society</i> 🌐</li> <li>2. <i>explain how the Spanish conquered and controlled Aztec OR Inca society</i> 🏰⚖️</li> </ol> <p><b>The impact of the conquest on the Aztecs OR Incas as well as on the wider world (ACDSEH075)</b></p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. <i>explain how either the Aztecs OR the Incas were affected by the Spanish conquests, eg the introduction of new diseases, horses and gunpowder</i> 🏰⚖️</li> <li>2. <i>using a range of sources, investigate at least ONE example of the wider impact of the Spanish conquests of the Americas, eg the introduction of new foods and increased wealth in Europe</i> 📖🌐</li> </ol> <p><b>The longer-term effects of colonisation, including slavery, population changes and lack of control over resources (ACDSEH076)</b></p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. <i>assess the long-term effects and legacy of colonisation by the Spanish in the Americas</i> 🌐⚖️</li> </ol> <p><b>Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History</b></p> <p><b>The nature of colonisation of ONE Indigenous community such as North America, the Pacific region, China, Africa, South-east Asia or South Asia</b></p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. <i>define the concepts of invasion, occupation, colonisation and settlement</i> 🏰⚖️</li> <li>2. <i>describe the main features of the chosen Indigenous culture prior to colonisation</i> 🌐🌿</li> <li>3. <i>explain how and why colonisation occurred</i> 🌐🏰</li> </ol> <p><b>The nature of contact following colonisation of the chosen Indigenous people</b></p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. <i>describe the key aspects of contact between the Indigenous people and the colonisers</i></li> <li>2. <i>using a range of sources, describe some of the differing experiences of contact between Aboriginal and non-Aboriginal peoples such as impact of disease, land disputes, dispossession, frontier wars</i> 📖⚖️🌐🏰🌿</li> </ol>	
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<p>3. describe and assess the life of ONE of the chosen Indigenous people in contact with the colonisers 🌐👥</p>	
<p><b>The consequences of the colonisation of the chosen Indigenous people</b></p>	
<p>Students:</p>	
<p>1. explain the results of colonisation for the chosen Indigenous people and non-Indigenous peoples 🌐👥</p>	
<p><b>The nature of British colonisation of Australia</b></p>	
<p>Students:</p>	
<p>1. recall the nature of early British contact with Aboriginal and Torres Strait Islander peoples in Australia 🖐️</p>	
<p>2. describe the differences between Aboriginal and non-Aboriginal relationships to Land and Country 🖐️</p>	
<p>3. using a range of sources, describe some of the differing experiences of contact between Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples 🖐️📖🌐👥</p>	
<p>4. outline the developments in government policies towards Aboriginal and Torres Strait Islander peoples to 1900 🖐️🇦🇺</p>	
<p>5. describe and assess the life of ONE Aboriginal and Torres Strait Islander individual in contact with the British colonisers 🖐️🌐👥</p>	
<p>6. explain the results of colonisation for Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples to 1900 🖐️🌐👥</p>	
<p><b>A comparison of the colonising movement</b></p>	
<p>Students:</p>	
<p>1. compare the Aboriginal and Torres Strait Islander peoples' experiences of colonisation with those of the chosen Indigenous culture 🖐️🌐👥</p>	

## APPENDIX 2E - Comparison of the NESA (NSW) Curriculum and Australian Curriculum – STAGE 5 History

NSW Curriculum <i>History (Mandatory)</i>	Australian Curriculum <i>Civics and Citizenship Education</i>
<p><b>STAGE 5</b></p> <p>The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).</p> <p>The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.</p> <p>Learning across the curriculum: Civics and Citizenship icon: </p> <p><b>THE MAKING OF THE MODERN WORLD</b></p> <hr/> <p><b>CONTENT</b></p> <p>The Industrial Revolution, developing first in eighteenth-century Britain, gave rise to economic changes that have had an enormous impact on society. An obvious result was urbanisation, but the Industrial Revolution also contributed to other population movements such as the slave trade, emigration and convict transportation. The Industrial Revolution also encouraged European nationalism and imperialism. While the Industrial Revolution created wealth for some and support for capitalism, it also created a new class of urban workers who were forced to endure poor living and working conditions. The resulting social discontent created support for new political ideas such as socialism. At the end of this period, a buildup of tensions among Europe's great powers contributed to the outbreak of World War I, the first global war.</p>	<p><b>YEAR 9</b></p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws, citizens and citizenship, diversity and identity</b>. The Year 9 curriculum builds students' understanding of <b>Australia's political system and how it enables change</b>. Students <b>examine the ways political parties, interest groups, media and individuals influence government and decision making processes</b>. They investigate the <b>features and principles of Australia's court system</b>, including its <b>role in applying and interpreting Australian law</b>. Students also examine global connectedness and how this is shaping contemporary Australian society.</p> <p><b>Inquiry Questions</b></p> <ol style="list-style-type: none"> <li>What influences shape the operation of Australia's political system?</li> <li>How does Australia's court system work in support of a democratic and just society?</li> <li>How do citizens participate in an interconnected world?</li> </ol> <p><b>CONTENT</b></p> <p><b><i>Government and democracy</i></b></p> <p><b>The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075)</b></p> <ul style="list-style-type: none"> <li><i>investigating how the contemporary party system operates in Australia's liberal democracy and how governments are formed in parliament</i></li> <li><i>discussing the meaning of key concepts such as parliamentary majority, the opposition, hung parliament, minority government</i></li> <li><i>exploring the role of the Senate and state upper Houses, and the balance of power in these Houses</i></li> </ul> <p><b>How citizens' political choices are shaped, including the influence of the media (ACHCK076)</b></p>

#### Students briefly outline:

- the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia
- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)
- the extent of European imperial expansion and different responses, including in the Asian region
- the emergence and nature of significant economic, social and political ideas in the period, including nationalism
- the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression.

#### Depth Studies

In Stage 5, four (4) of the six (6) depth studies are to be studied. **Depth Study 3 and Depth Study 4 are Core Studies, to be studied by all students.** The remaining four (4) depth studies offer internal electives. ONE elective will be studied in detail from each of the chosen depth studies. Depth study content can be integrated with the overview content and/or with other depth study electives.

#### Key inquiry questions:

- What were the changing features of the movement of peoples from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World Wars I and II?

#### Depth Study 1

*Making a Better World?*  
 ONE of the following to be studied:

#### Depth Study 2

*Australia and Asia*  
 ONE of the following to be studied:

#### Core Study – Depth Study 3

*Australians at War (World Wars I and II)*

- 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)

- 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)

- 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)

- 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

<ul style="list-style-type: none"> <li>The Industrial Revolution OR</li> <li>Movement of peoples OR</li> <li>Progressive ideas and movements</li> </ul>	<ul style="list-style-type: none"> <li>Making a nation OR</li> <li>Asia and the world</li> </ul>	<b>Mandatory study</b>
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<p><b>Depth Study 1: Making a Better World?</b></p> <p><b>OUTCOMES</b></p> <p><b>HT5-1</b> explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p><b>HT5-2</b> sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p><b>HT5-4</b> explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>Students investigate in depth how life changed in the period through the study of ONE of these major developments:</p> <p><b>1a</b> The Industrial Revolution OR</p> <p><b>1b</b> Movement of peoples OR</p> <p><b>1c</b> Progressive ideas and movements</p> <p><b>Topic 1a: The Industrial Revolution (1750–1914)</b></p> <p>The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire) and of Australia (ACDSEH017)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>outline the main reasons why the Industrial Revolution began in Britain ★</li> <li>describe key features of the agricultural revolution in Britain, including the emergence of a cheap labour force ★ 🇦🇺</li> </ul>	<p><b>Citizenship, diversity and identity</b></p> <p><b>How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)</b></p> <ul style="list-style-type: none"> <li>researching the work of a nongovernment organisation (NGO), philanthropist, community group or religious group and how and why they contribute to the Australian community</li> <li>exploring the concept of ‘the common good’ using examples of how religious groups participate to foster interfaith understanding or social justice</li> <li>investigating why a particular group advocates for change (for example, in relation to gender equity)</li> <li>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)</li> <li>discussing how the Australian Honours System recognises, celebrates and says thank you to those who make a difference and serve others</li> <li>investigating how the Australian Honours System works, including the types of awards and how they are announced and presented</li> </ul> <p><b>The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)</b></p> <ul style="list-style-type: none"> <li>analysing how media represent different groups in Australian society and assessing the impact those representations have on community cohesiveness</li> <li>investigating a human rights campaign that uses social media and how members of the public have engaged in the issue</li> </ul> <p><b>How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)</b></p> <ul style="list-style-type: none"> <li>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</li> <li>examining forms of global connectedness such as digital technology, arts, trade, language learning, employment, travel and immigration</li> <li>debating the concepts of ‘global identity’ and ‘global citizenship’ and their implications for Australian citizens</li> </ul>
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- *locate the growth and extent of the British Empire from 1750 to 1900* 📍
- *identify the raw materials Britain obtained from its empire, eg sugar from Jamaica, wool from Australia, and cotton and tea from India* 📍 🌿
- *identify key inventors and their inventions and discuss how some of these inventions affected transport and manufacturing in this period* ⚙️
- *explain how industrialisation contributed to the development of Britain and Australia in this period* ⚙️ 🏭 📚

#### **The population movements and changing settlement patterns during this period (ACDSEH080)**

Students:

- *outline and explain population movements in Britain, eg movement from country villages to towns and cities, and emigration to other countries* 🏠 📍 ⚙️

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

Students:

- *describe the changes to the way of life of men and women who moved from the country to towns and cities*
- *use a variety of sources to investigate working conditions in factories, mines and other occupations, with particular emphasis on child labour* 🏭 ⚖️ ⚙️ 📚 🧑

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

Students:

- *discuss positive and negative consequences of the Industrial Revolution, eg the growth of cities and pollution and the development of trade unions* ⚖️ ⚙️ ⚙️ 🧑
- *assess the short-term and long-term impacts of the Industrial Revolution, including:* 🌿 ⚙️
  - *global changes in landscapes*
  - *transport*
  - *communication*

### **YEAR 10**

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws, citizens and citizenship, diversity and identity**. The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

#### **Inquiry Questions**

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

### **CONTENT**

#### **Government and democracy**

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

- *categorising the key features of Australia's system of government (for example, democratic elections and the separation of powers) and comparing and contrasting these to the key features found in another country in the Asia region, such as Japan, India or Indonesia*
- *interviewing people with connections to a country in the Asia region to compare the values they associate with the system of government in that country with those of Australia*

**The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091)**

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

### Topic 1b: 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)

Students:

- outline the key features of the Industrial Revolution in Britain ★
- explain how the agricultural revolution caused British people to move from villages to towns and cities to create a cheap labour force ★ ✂ ⚙
- outline how the Industrial Revolution influenced transportation of convicts to Australia and the migration of free settlers 🇦🇺
- identify the movement of slaves out of Africa and the movement of convicts and free settlers out of Britain 📅

The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)

Students:

- investigate the main features of slavery, including transportation ⚖ 📖
- select an individual slave sent to the Americas, or a convict or a free settler who came to Australia and use sources to construct the story of their experiences ⚙ ⚖ 📖 👤

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)

Students:

- use a variety of sources to investigate and report on the changing way of life of ONE of the following: 🇦🇺 📖 📱 ⚖ 👤
  - convicts
  - emancipists
  - free settlers
- describe the impact of convicts and free settlers on the Indigenous peoples of the regions occupied 🤝 🇦🇺

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

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

#### Laws and Citizens

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

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

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

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

#### Citizenship, diversity and identity

The challenges to and ways of sustaining a resilient and cohesive society (ACHCK094)

- exploring the concept of 'cohesive society' using examples from contemporary events in Australia or in other countries to identify factors that support cohesiveness
- considering threats to Australian democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness



<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>describe both the immediate and longer-term consequences of transporting African slaves to the Americas 🌟 ⚖️</li> <li>assess the impact of convicts and free settlers on the development of the Australian nation 🇦🇺</li> </ul> <p><b>Topic 1c: Progressive ideas and movements (1750–1918)</b></p> <p><b>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)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>sequence and annotate the time span of the following: the Enlightenment, the American War of Independence, the French Revolution and the Industrial Revolution 📅</li> <li>identify underlying ideas associated with the Enlightenment, the American War of Independence, the French Revolution and the Industrial Revolution, eg individual rights and freedoms 🇦🇺</li> <li>briefly outline each of the following ideas: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism</li> </ul> <p><b>The reasons why ONE key idea emerged and/or developed a following (ACDSEH086)</b></p> <ul style="list-style-type: none"> <li>outline and explain the origins of the chosen key idea</li> </ul> <p><b>The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups (ACDSEH087)</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>describe the main features of the chosen idea</li> <li>identify the ideas of supporters and opponents and explain their differences ⚙️</li> <li>trace changes in attitude to the idea over the period ⚙️ 🇦🇺</li> </ul> <p><b>The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)</b></p> <p><b>Students:</b></p>	<ul style="list-style-type: none"> <li>identifying the safeguards that protect Australia’s democratic system and society, including shared values and the right to dissent within the bounds of the law</li> <li>investigating processes by which individuals and groups resolve differences in Australian communities (for example, negotiation, mediation and reconciliation)</li> </ul>
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- *assess the short-term and long-term impacts of the idea on Australia and the world* 🌏 ⚙️
- *discuss the relevance of the idea today* 🌏 ⚙️

## Depth Study 2: Australia and Asia

### OUTCOMES

**HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia

**Students investigate in depth ONE of the following:**

**2a Making a nation**

**OR**

**2b Asia and the world (1750–1918)**

### Topic 2a: 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)







Students:

- *outline the expansion of European settlement on a map of Aboriginal Australia to 1900* 🗺️ 🌏
- *describe both the European impact on the landscape and how the landscape affected European settlement* 🌿
- *use a range of sources to describe contact experiences between European settlers and Indigenous peoples* 🗞️ 🌐 ⚖️ 🎓




**The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)**

Students:

- explain why *ONE* of the non-European groups came to Australia
- describe how the chosen group lived and worked in Australia   
- describe the contribution of non-European workers to Australia's development to 1900   







**Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)**

Students:

- using a range of sources, investigate the living and working conditions of men, women and children around the turn of the twentieth century in Australia 







**Key events and ideas in the development of Australian self-government and democracy, including women's voting rights (ACDSEH091)**

Students:

- explain how and why Federation (1901) was achieved 
- outline state and federal responsibilities under the Australian Constitution 
- discuss the consequences of the introduction of the Australian Constitution for the rights of women and Aboriginal people    

**Legislation 1901–1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)**

Students:

- identify key features of the Harvester Judgment, pensions legislation and the Immigration Restriction Act and discuss what they reveal about the kind of society the Australian government aimed to create    
- assess the impact of this legislation on Australian society in this period  

**Topic 2b: Asia and the world (1750–1918)**

The key features (social, cultural, economic, political) of *ONE* Asian society (such as China, Japan, India, Dutch East Indies) at the start of the period (ACDSEH093)

Students:

- choose ONE Asian society from around 1750 and: a 🌐 ⚙️ 👤 🌐
  - identify key physical features and geographic extent
  - describe the structure of the society
  - explain the role of leaders
  - outline key features of the economy
  - describe main religious beliefs and cultural features
  - discuss the lives and work of men, women and children

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

Students:

- outline the nature of the contact of the Asian society with European power(s) a ⚙️
- explain how the Asian society was changed by its contact with European power(s) a 🌐
- identify features of the Asian society that were unaffected by contact with Europeans a 🌐

**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)**

Students:

- discuss the positive and negative consequences of contact between the Asian society and the European powers during this period a 🌐 ⚖️
- using a range of sources, investigate and analyse data to compare the Asian society to other nations around 1900 in relation to population, form of government, type of economy, relationships with other nations and evidence of nationalism a 🌐 ⚙️ ⚙️ 📊 📄

**The significance of ONE key event that involved the chosen Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141)**

Students:

- assess the significance of ONE key event involving an Asian society and a European power, using sources to identify different perspectives of the event at the time, eg: a ⚙️ ⚙️ 📄 🌐
  - India (the Indian Mutiny/the First War of Indian Independence 1857)
  - China (the Boxer Rebellion 1900)
  - Japan (the Russo-Japanese War 1904–1905)

### Core Study – Depth Study 3: Australians at War: World Wars I and II (1914–1918, 1939–1945)

#### Outcomes

**HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia

**This topic can be taught as a broad comparative study or the two world wars can be studied separately.**

#### CONTENT

**An overview of the causes of the wars, why men enlisted and where Australians fought (ACDSEH021, ACDSEH095, ACDSEH024)**

Students:

- *outline the main causes of both wars*
- *locate and sequence the places where Australians fought in both wars* 📅
- *explain why Australians enlisted to fight in both wars* ⚖️ 🇦🇺 ⚙️ 🎓

**The scope and nature of warfare (ACDSEH095, ACDSEH107)**

Students:

- *describe the nature of warfare during the Gallipoli campaign*
- *explain the outcome of the Gallipoli campaign* 🇦🇺
- *outline and sequence the changing scope and nature of warfare from trenches in World War I to the Holocaust and the use of the atomic bombs to end World War II* ⚙️ 🌿

**Significant events and the experiences of Australians at war (ACDSEH108)**

Students:

- *using sources, students investigate the following features of each war:* ⚖️ 🇦🇺 📺 🖱️
  - *prisoners of war*
  - *a specific campaign, eg the Western Front 1916 and the New Guinea campaign 1942*

- the role of women
- participation of Aboriginal and Torres Strait Islander peoples
- a specific event/incident, eg the Battle of Hamel 1918 and the Fall of Singapore 1942

#### Impact of the wars on Australia (ACDSEH096, ACDSEH109)

Students:

- outline the Australian governments' control on the home front in both wars for each of the following: 🇦🇺 ⚖️ 🇬🇧
  - conscription
  - use of government propaganda
  - changing roles of women
  - enemy 'aliens'
  - wartime controls/censorship

#### Significance of the wars to Australia (ACDSEH110)

Students:

- explain the impact of the wars on returned soldiers/civilians 🧑🏿 🇦🇺 ⚖️
- analyse the changing relationship of Australia with other countries after World War II 🇦🇺 🌐 ⚙️

#### Commemorations and the nature of the ANZAC legend (ACDSEH097)

Students:

- explain how and why Australians have commemorated the wars 🇦🇺 ⚖️ ⚙️ 🧑🏿
- explain different perspectives on the ANZAC legend ⚖️ 🎓 ⚙️

## THE MODERN WORLD AND AUSTRALIA

### Overview

The overview is approximately 10% of the teaching time for *The Modern World and Australia*. The overview may be taught separately or may be integrated with the depth studies.

#### Historical context of the overview

Despite attempts to create a lasting peace at the end of World War I, the world was engaged in another global conflict within 20 years. Not only did this conflict cause greater loss of life, it

witnessed the Holocaust and the first use of nuclear weapons. In the aftermath of this war decolonisation saw the end of the great European empires and the emergence of new nations, particularly in Asia and Africa. At the same time, the United States and the Soviet Union emerged from World War II as hostile superpowers armed with nuclear weapons in a tense confrontation known as the Cold War. Despite a peaceful end to the Cold War in 1991, the emergence of global terrorism and a shift in economic power to Asia have contributed to ongoing uncertainty. The period since the end of the twentieth century has also been characterised by rising concerns about issues such as globalisation, the environment and sustainability. In spite of these uncertainties, there have been significant advances in technology, especially in communications, public health and living conditions across the world.

Students briefly outline:

- *continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping*
- *the major movements for rights and freedoms in the world and the achievement of independence by former colonies*
- *the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, the Gulf Wars and Afghanistan), including the rising influence of Asian nations since the end of the Cold War*
- *developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability*

### Depth Studies

The following three (3) depth studies focus on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Key inquiry questions:

- *How did the nature of global conflict change during the twentieth century?*
- *What were the consequences of World War II? How did these consequences shape the modern world?*
- *How was Australian society affected by other significant global events and changes in this period?*

<p><b>Core Study – Depth Study 4</b></p> <p><i>Rights and Freedoms (1945–present)</i></p> <p><b>Mandatory study</b></p>	<p><b>Depth Study 5</b></p> <p><i>The Globalising World</i></p> <p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> <li>• Popular culture OR</li> <li>• The environment movement OR</li> <li>• Migration experiences</li> </ul>	<p><b>Depth Study 6</b></p> <p><i>School-developed topic drawn from either of the overviews.</i></p> <p>A list of suggested topics is provided in Depth Study 6 in Stage 5.</p>	
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<p><b>CORE STUDY – DEPTH STUDY 4: RIGHTS AND FREEDOMS (1945–PRESENT)</b></p>
<p><b>OUTCOMES</b></p> <p><b>HT5-2</b> sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p><b>HT5-3</b> explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p><b>CONTENT</b></p> <p><b>The origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia's involvement in the development of the declaration (ACDSEH023)</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement 🇦🇺 ⚖️</li> <li>• explain the significance of the UDHR 🇦🇺 ⚖️</li> </ul>

### 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)

Students:

- explain the purpose and significance of early twentieth-century Aboriginal activism including the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples 🇦🇺 🗳️ ⚖️ 👤
- outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, eg the control of wages and reserves 🇦🇺 🗳️ ⚖️
- using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations) 🇦🇺 📺 🗳️ ⚖️ 🎓
- describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples 🇦🇺 🗳️ ⚖️ ⚙️ 🌐

### The US civil rights movement and its influence on Australia (ACDSEH105)

Students:

- outline the aims and methods of the US civil rights movement 🇺🇸 ⚖️
- explain how the Freedom Rides in the US inspired civil rights campaigners in Australia 🇦🇺 ⚖️
- discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples 🗳️ 🇦🇺 ⚖️ ⚙️ 👤

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

Students:

- outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms 🗳️ 🇦🇺 ⚖️

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

**Students:**

- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of ONE individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms 🤝🇦🇺⚖️👥

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

**Students:**

- identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007) 🇦🇺🤝
- identify different methods used globally to attain civil rights and freedoms 🤝🇦🇺⚖️♂️♀️
- evaluate the methods and effectiveness of ONE campaign for civil rights and freedoms in Australia or another country 🤝🇦🇺⚖️⚙️👥

## DEPTH STUDY 5: THE GLOBALISING WORLD

### OUTCOMES

**HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia

Students investigate in depth **ONE** major global influence that has shaped Australian society from the following:

5a Popular culture

OR

5b The environment movement

OR



## 5c Migration experiences

### Topic 5a: Popular culture (1945–present)

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

Students:

- *identify the main features of Australian popular culture at the end of World War II, including music, film, fashion and sport*

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

Students:

- *explain ways in which Australia in the 1950s was influenced by American culture*
- *assess the way American and British music influenced post-war Australian entertainment, such as rock 'n' roll* 🌐
- *use a range of sources to explain the nature and impact of television on Australian popular culture* 📺 📱 ⚙️

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

Students:

- *describe how advances in communication technology changed at least ONE of the following during the post-war period in Australia: music, film or television* 📺
- *discuss how overseas influences have affected ONE aspect of Australian popular culture* 🌐

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

Students:

- *assess the contribution of Australian men and women to international sport, eg Olympic Games and Test Cricket* 🏏
- *using a range of sources, investigate and assess the contribution of Australian men and women to international music, film and television* 📺 📱 ⚙️ 🧑 🧑

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

Students:

- *outline and assess the impact of Americanisation and global events on Australian society over time* 🌱 ⚙️
- *discuss the nature of Australian popular culture today and the legacy of past influences* 🧑🧑🧑

**Topic 5b: The environment movement (1960s–present)**

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

Students:

- *identify major threats to the natural environment* 🌱
- *outline the origins of environmental awareness and activism* 🌱 ⚖️ 🇺🇸 🇦🇺
- *briefly describe the purpose of the nineteenth-century National Parks movement in America and Australia* 🌱 🇺🇸 🇦🇺

**The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125)**

Students:

- *use a range of sources to explain how the growth of cities, population and industries have affected the environment in Australia and the world* 🌱 📺 📊 ⚖️ ⚙️ 🎓
- *discuss how global resource needs and trade have intensified environmental issues in developed and developing nations* 🌱 ⚙️ ⭐ 🧑🧑🧑
- *describe the response to key environmental issues in Australian agriculture, eg the back-to-the-land movement, organic farming and permaculture* 🌱 ⚖️

**The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (notion of 'Gaia', 'limits to growth', sustainability, 'rights of nature') (ACDSEH126)**

Students:

- *discuss key events in the growing awareness of environmental issues in Australia and the world before 1975* 🌱 🇺🇸 ⚖️ 🇦🇺 🤝

<ul style="list-style-type: none"> <li>• <i>outline the origins and policies of green political parties in the 1980s</i> 🌿🇦🇺</li> <li>• <i>describe the influence of at least ONE of the following environmental ideas:</i> 🌿🇦🇺⚖️             <ul style="list-style-type: none"> <li>– 'Gaia'</li> <li>– limits to growth</li> <li>– sustainability</li> <li>– rights of nature</li> </ul> </li> </ul> <p><b>Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998</b> (ACDSEH127)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• <i>outline the important developments in at least ONE environmental event and campaign</i></li> </ul> <p><b>Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s, including deforestation and climate change</b> (ACDSEH128)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• <i>assess changing Australian government policies and actions towards environmental issues since the 1960s, including deforestation and climate change</i> 🌿🇦🇺</li> <li>• <i>discuss ONE Australian government achievement in response to an environmental threat since the 1960s</i> 🌿🇦🇺⚖️🏘️👥</li> <li>• <i>examine the role of international governments and organisations in dealing with at least ONE environmental threat</i></li> </ul> <p><b>Topic 5c: Migration experiences (1945–present)</b></p> <p><b>The waves of post-World War II migration to Australia, including the influence of significant world events</b> (ACDSEH144)</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• <i>describe the size and composition of Australia's population in 1945</i> 📊🇦🇺🌐</li> <li>• <i>sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin</i> 📊📈🇦🇺</li> <li>• <i>identify significant world events which influenced post-World War II migration to Australia, eg World War II, the Cold War, the Vietnam War, the Gulf Wars and the war in Afghanistan</i> 📊🇦🇺⚖️🌐</li> </ul>	
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**The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145)**

Students:

- outline government policies and practices that restricted migration to Australia before World War II, such as the White Australia Policy, and explain subsequent policies since 1945   
- explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, with reference to the slogan 'Populate or Perish'   
- using a range of sources, describe the hardships faced by migrants, with a particular focus on the experiences of ONE group who came to Australia between 1945 and 1970     







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

Students:

- describe the impact of the Vietnam War or ONE other world event on Australia's migration policy    
- discuss the response of Australians, including the Australian media, to the arrival of refugees from Indochina in the 1970s and 1980s OR refugees from Afghanistan and Iraq since 2001     
- using a range of sources, describe the experiences of ONE group of refugees on their journey to Australia and their experiences on arrival after 1975     

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

Students:

- assess the contribution of migrant men and women to Australia's social, cultural and economic development and Australia's changing identity   
- explain how Australia's changing migration policies have affected relationships with other nations    


**DEPTH STUDY 6: SCHOOL–DEVELOPED TOPIC FROM EITHER OF THE STAGE 5 OVERVIEWS**

Relevant outcomes should be chosen to support the topic developed.

Students investigate in depth ONE school-developed topic drawn from the content presented in the Stage 5 overviews, 'The Making of the Modern World' or 'The Modern World and Australia', for example:

- *The Roaring Twenties*
- *The Great Depression*
- *The Holocaust*
- *The Cold War*
- *Australia in the Vietnam War era*
- *A decade study*
- *Women's history*
- *The history of workers' rights*
- *The United Nations*
- *UN peacekeeping*
- *The Gulf Wars and the war in Afghanistan*
- *The rising influence of China and India since the end of the Cold War*
- *Developments in twentieth and twenty-first century technology*
- *Other topic drawn from the two overviews*

## APPENDIX 2F - Comparison of the NESA (NSW) Curriculum and Australian Curriculum – STAGE 4 Geography

NSW Curriculum <i>Geography (Mandatory)</i>	Australian Curriculum <i>Civics and Citizenship Education</i>				
<p><b>STAGE 4</b></p> <p>By the end of Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors.</p> <p>Learning across the curriculum: Civics and Citizenship icon: </p> <p><b>CONTENT</b></p> <p>(100 hours minimum teaching time)</p> <table border="1" data-bbox="98 826 1064 1054"> <tr> <td data-bbox="98 826 542 914">Landscapes and Landforms</td><td data-bbox="604 826 1064 914">Place and Liveability</td></tr> <tr> <td data-bbox="98 970 542 1054">Water in the World</td><td data-bbox="604 970 1064 1054">Interconnections</td></tr> </table> <p><u>Landscapes and landforms</u></p> <p><b>OUTCOMES</b></p> <p><b>A student:</b></p> <ul style="list-style-type: none"> <li>locates and describes the diverse features and characteristics of a range of places and environments <b>GE4-1</b></li> <li>describes processes and influences that form and transform places and environments <b>GE4-2</b></li> </ul>	Landscapes and Landforms	Place and Liveability	Water in the World	Interconnections	<p><b>YEAR 7</b></p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws, citizens and citizenship, diversity and identity</b>. The Year 7 curriculum provides a study of the <b>key features of Australia's system of government and explores how this system aims to protect all Australians</b>. Students <b>examine the Australian Constitution and how its features, principles and values shape Australia's democracy</b>. They look at how the <b>rights of individuals are protected through the justice system</b>. Students also explore how Australia's secular system of government supports a diverse society with shared values.</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>How is Australia's system of democratic government shaped by the Constitution?</li> <li>What principles of justice help to protect the individual's rights to justice in Australia's system of law?</li> <li>How is Australia a diverse society and what factors contribute to a cohesive society?</li> </ul> <p><b>CONTENT</b></p> <p><b><i>Government and democracy</i></b></p> <p><b>The key features of government under the Australian with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers (ACHCK048)</b></p> <ul style="list-style-type: none"> <li>exploring the concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power</li> <li>using an issue such as water management, education or health to explore the division of powers between state/territory and federal levels of government and identifying the way that conflicts between state laws and Commonwealth laws are resolved</li> </ul>
Landscapes and Landforms	Place and Liveability				
Water in the World	Interconnections				

- examines perspectives of people and organisations on a range of geographical issues **GE4-4**
- discusses management of places and environments for their sustainability **GE4-5**

#### KEY INQUIRY QUESTIONS

- *Why is there a diversity of landscapes and landforms on Earth?*
- *What environmental and human processes form and transform landscapes and landforms?*
- *Why do people value landscapes and landforms?*
- *To what extent are landscapes and landforms sustainably managed and protected?*



#### CONTENT FOCUS

Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of land degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.

#### CONTENT

##### Landscapes and landforms

Students:

- investigate different landscapes and the geomorphic processes that create distinctive landforms, for example: (ACHGK048, ACHGK050)
  - identification of a variety of landscapes and landforms **M VR**
  - explanation of geomorphic processes that create landforms eg weathering, erosion, deposition, tectonic activity **VR** 
  - examination of ONE landscape and its distinctive landforms **F** 

##### Value of landscapes and landforms

Students:

- *describing the role of the Governor-General, the different roles of the House of Representatives and the Senate, the Prime Minister, ministers or the Cabinet and courts*
- *identifying the principles of representative and responsible government that underpin the Australian Constitution*
- *identifying the composition of the Legislature (the Queen, represented by the Governor-General, and the Senate and the House of Representatives), Executive (the Queen, represented by the Governor General, Prime Minister and ministers) and Judiciary (the High Court and other federal courts)*
- *discussing how ministers are subject to the scrutiny of other members of the parliament led by an officially recognised opposition*
- *the process for constitutional change through a referendum (ACHCK049)*
- *describing the process by which referendums to change the Australian Constitution are initiated and decided*
- *exploring examples of attempts to change the Australian Constitution by referendum (for example, the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the constitution Alteration (Establishment of Republic) 1999)*
- *discussing the advantages and disadvantages of having a Constitution that can only be amended by referendum*

##### Laws and Citizens








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

- *discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors*
- *exploring how Australians can receive access to justice and legal representation, such as through legal aid*
- *discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof*

##### Citizenship, diversity and identity






**How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHCK051)**

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

- investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK049) 
  - explanation of the aesthetic value of landscapes and landforms to culture and identity  
  - description of the cultural and spiritual value of landscapes or landforms in different places VR   
  - identification of how a landscape can have economic value for different people 









### Changing landscapes

Students:

- investigate the human causes and effects of land degradation, for example: (ACHGK051)
  - identification of the ways people utilise and change landscapes VR 
  - description of the impact of a range of human activities on landscapes GS VR  
  - examination of ONE type of land degradation including its spatial distribution, causes and impact M F  

### Landscape management and protection

Students:

- investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example: (ACHGK052)  
  - description of the nature and extent of landscape protection across a range of scales eg locally protected places, national parks, world heritage listing M  
  - examination of management and protection strategies for ONE landscape F 
  - assessment of the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to the use and management of an Australian landscape or landform    


### Geomorphic hazard

- identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources
- exploring the diversity of spiritualities among Aboriginal and Torres Strait Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam
- appreciating the cultural and historical foundations of Australia's Christian heritage

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

- identifying values shared by Australians and deciding which ones could also be considered universal values
- identifying how human rights values are consistent with Australian values










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

- investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole
- discussing how stereotypes are linked with people's cultural identity (for example, clothes, accent/language, media representations)
- considering how Australia's location in the Asian region influences interactions between Australians and those living in the region
- discussing how belonging to a religious or cultural group can provide a sense of belonging and how this group membership can shape an individual's identity
- identifying the different ways that cultural and religious groups express their beliefs, identity and experiences (for example, through customs, practices, symbols, language, traditions and art, and virtual communities)

### YEAR 8

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws, citizens and citizenship, diversity and identity**. The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.











<p>Students:</p> <ul style="list-style-type: none"> <li>investigate ONE contemporary geomorphic hazard including causes, impacts and responses, for example: (ACHGK053) <ul style="list-style-type: none"> <li>description of the spatial distribution of the disaster   </li> <li>explanation of geomorphic processes causing the disaster and its impacts <b>VR</b> </li> <li>examination of the responses of individuals, groups and government to the impact of the disaster  </li> <li>discussion of management strategies to reduce the future impact of similar hazard events including the role of technology in monitoring and predicting geomorphic hazards   </li> </ul> </li> </ul> <p><b><u>Place and liveability</u></b></p> <p><b>OUTCOMES</b></p> <p><b>A student:</b></p> <ul style="list-style-type: none"> <li>locates and describes the diverse features and characteristics of a range of places and environments <b>GE4-1</b></li> <li>explains how interactions and connections between people, places and environments result in change <b>GE4-3</b></li> <li>examines perspectives of people and organisations on a range of geographical issues <b>GE4-4</b></li> <li>explains differences in human wellbeing <b>GE4-6</b></li> </ul> <p><b>KEY INQUIRY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Why do people's perceptions of the liveability of places vary?</li> <li>What effect does environmental quality and access to services have on people's wellbeing?</li> <li>How can strong community identity and social connectedness enhance the liveability of places?</li> <li>What approaches can be used to improve the liveability of places?</li> </ul> <p><b>CONTENT FOCUS</b></p> <p>Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and</p>	<p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>What are the freedoms and responsibilities of citizens in Australia's democracy?</li> <li>How are laws made and applied in Australia?</li> <li>What different perspectives are there about national identity?</li> </ul> <p><b>CONTENT</b></p> <p><b><i>Government and democracy</i></b></p> <p><b>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)</b></p> <ul style="list-style-type: none"> <li><i>explaining how each freedom supports active participation in Australia's democracy discussing how and why 'the bounds of law' can limit these freedoms</i></li> <li><i>considering the circumstances that can lead to dissent in a democracy</i></li> <li><i>debating how to manage situations when rights and freedoms are in conflict (for example, whether it should be a matter for parliaments or judges to resolve)</i></li> </ul> <p><b>How citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)</b></p> <ul style="list-style-type: none"> <li><i>exploring how elected representatives can advocate on behalf of citizens</i></li> <li><i>investigating examples where citizens have taken direct action such as organising a public demonstration or social media campaign</i></li> <li><i>analysing how opinion polls are conducted and the ways they are used in democratic debate</i></li> <li><i>exploring the different ways that citizens can participate in and support Australia's democracy through their working lives, such as by serving in the armed services or as a reservist, teaching, representing Australia abroad as a diplomat or aid worker, or joining the police service or the public service</i></li> </ul> <p><b><i>Laws and Citizens</i></b></p> <p><b>How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063)</b></p> <ul style="list-style-type: none"> <li><i>comparing some examples of statutes and common laws and the way they are made and outlining the hierarchy of these different types of laws (for example, that statutes will override the common law)</i></li> </ul>
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enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.

## CONTENT








### Influences and perceptions

Students:

- investigate factors influencing perceptions of the liveability of places, for example: (ACHGK043, ACHGK046, ACHGK065)
  - examination of environmental factors that influence perceptions of liveability eg climate, landforms, natural resources **VR** 
  - discussion of human factors that influence perceptions of liveability eg culture, income, employment, crime and safety   
  - explanation of ways used to measure, assess or rank the liveability of places eg surveys, liveability index **GS**  
  - development of personal liveability criteria and application to a local place  

### Access to services and facilities

Students:

- investigate the influence of accessibility to services and facilities on the liveability of places, for example: (ACHGK044)
  - identification of services and facilities considered important to people's wellbeing **F** **ST** 
  - examination of variations in access to services and facilities between urban, rural and remote places **GS**   
  - explanation of how limited access to services and facilities affects the liveability of ONE place for different groups of people eg young people, people with disabilities, the aged, rural and remote communities   

### Environmental quality

Students:

- distinguishing statutory and common law from executive law (delegated law) and identifying how the Houses of Parliament can disallow delegated legislation*
- discussing examples of recent laws passed through parliaments that enact government policy*

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

- explaining the difference between criminal law and civil law*
- considering the significance of customary law for Aboriginal and Torres Strait Islander Peoples*

### Citizenship, diversity and identity

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






- identifying Christian traditions that have influenced the development of Australian society, democracy and law*
- identifying the values and beliefs of religions practised in contemporary Australia (for example, Christianity, Judaism, Buddhism, Islam, Hinduism)*

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

- investigating representations of Australian identity evident in national day events (such as Anzac Day), and in the media and popular culture, to analyse different perspectives on the interpretation of national identity*
- examining contemporary influences on the shaping of Australian national identity, such as the natural environment, immigration, attitudes to Asia and Reconciliation between Aboriginal and Torres Strait Islander Peoples and other Australians*








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

- examining personal stories to explore how individuals relate to national identity and how it impacts on their sense of belonging in the Australian community*
- exploring the extent of ethnic diversity in Australia*

- investigate the impact of environmental quality on the liveability of places, for example: (ACHGK045)
  - discussion of factors that reduce environmental quality eg natural hazards, conflict, population pressures, land degradation   
  - comparison of the impact of environmental quality on the liveability of places across a range of scales eg local neighbourhoods, large cities, countries **F VR**  












### Community

Students:

- investigate the influence of social connectedness and community identity on the liveability of places, for example: (ACHGK046)
  - identification of the characteristics of places that influence community identity eg culture, environment, public events, religious beliefs   
  - discussion of factors that enhance social connectedness eg transport, technology, open spaces, meeting places, employment **ST**    

### Enhancing liveability

Students:

- investigate strategies used to enhance the liveability of places using examples from different countries, for example: (ACHGK047)
  - identification of the characteristics of places considered highly liveable **VR**  
  - examination of a range of strategies used to enhance liveability  
  - assessment of the role of governments, non-government organisations, communities and individuals in enhancing liveability   
  - proposal of strategies to improve the liveability of a place in Australia    

### Water in the world

#### OUTCOMES

A student:

- locates and describes the diverse features and characteristics of a range of places and environments **GE4-1**

- describes processes and influences that form and transform places and environments **GE4-2**
- explains how interactions and connections between people, places and environments result in change **GE4-3**
- discusses management of places and environments for their sustainability **GE4-5**

#### KEY INQUIRY QUESTIONS

- Why does the spatial distribution of water resources vary globally and within countries?
- How do natural and human processes influence the distribution and availability of water as a resource?
- What effect does the uneven distribution of water resources have on people, places and environments?
- What approaches can be used to sustainably manage water resources and reduce water scarcity?

#### CONTENT FOCUS

Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.

#### CONTENT




##### Water resources

Students:

- investigate the characteristics and spatial distribution of global water resources, for example: (ACHGK037)
  - classification of water resources
  - identification of different forms of water used as resources **VR**
  - examination of spatial distribution patterns of water resources **M ST**

##### The water cycle






Students:

- investigate how the operation of the water cycle connects people and places, for example: (ACHGK038)
  - identification of water cycle processes **VR**
  - explanation of water flows within a catchment area **M ST**  
  - examination of factors influencing water flows and the availability of water resources in different places eg latitude, altitude, topography, location, climate change **M VR** 











### Australia's water resources

Students:

- investigate the quantity and variability of water resources in Australia and other places, for example: (ACHGK039)
  - analysis of spatial variations in Australia's water resources eg groundwater, rivers **M GS** 
  - explanation of variations in freshwater water availability across Australia eg precipitation, groundwater, runoff **VR**  
  - assessment of variations in freshwater water availability between continents **M GS**  

### Water scarcity and water management

Students:

- investigate the nature of water scarcity and ways of overcoming it, for example: (ACHGK040)
  - description of the nature, extent and causes of water scarcity in different countries **M GS**  
  - assessment of strategies used to overcome water scarcity and the role of governments, non-government organisations, individuals and communities in sustainable water management   
  - proposal of individual actions contributing to water management   

### The value of water

<p>Students:</p> <ul style="list-style-type: none"> <li>investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples and/or peoples of the Asia region, for example: (ACHGK041) 🖐️ 🌐 <ul style="list-style-type: none"> <li>description of the ways water is used by people eg agricultural, commercial, industrial and recreational uses VR 🖐️ 🌐 🎓</li> <li>discussion of variations in people's perceptions about the value of water eg economic versus aesthetic ⚖️ 🌐 🚫</li> <li>comparison of the importance of water to ONE Aboriginal or Torres Strait Islander community and/or ONE Asian community 🖐️ 🌐 🚫</li> </ul> </li> </ul> <p><b>Natural hazard</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>investigate ONE contemporary atmospheric hazard or hydrologic hazard including causes, impacts and responses, for example: (ACHGK042) <ul style="list-style-type: none"> <li>explanation of the spatial distribution, cause and impact of the disaster M VR 🎓</li> <li>examination of responses by individuals, groups and government to the impact of the disaster 🌐 ⚙️ 🌐</li> <li>prediction of the impact of climate change on the occurrence, frequency and extent of this type of hazard M ST ⚙️ 🖥️</li> <li>discussion of management strategies to reduce the future impact of similar hazard events 🧑🏿 🇺🇸</li> </ul> </li> </ul> <p><b>Interconnections</b></p> <p><b>OUTCOMES</b></p> <p><b>A student:</b></p> <ul style="list-style-type: none"> <li>describes processes and influences that form and transform places and environments <b>GE4-2</b></li> <li>explains how interactions and connections between people, places and environments result in change <b>GE4-3</b></li> </ul>	
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- examines perspectives of people and organisations on a range of geographical issues **GE4-**

**4**

- discusses management of places and environments for their sustainability **GE4-5**

### KEY INQUIRY QUESTIONS

- How are people and places connected to other places?
- What role does technology play in connecting people to people, goods, services and information in other places?
- What are the consequences of a globally connected world for people and places?
- Why are interconnections important for the future of places and environments?






### CONTENT FOCUS

Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

### CONTENT





#### Personal connections

Students:

- investigate the influences on and effects of, people's travel and recreational, cultural or leisure connections with different places for the future, for example: (ACHGK065, ACHGK069)
  - analysis of patterns and trends in people's travel, recreational, cultural and/or leisure activities **GS**  
  - examination of the impact of people's travel, recreational, cultural and/or leisure activities on the future of places **VR** 
  - explanation of the impacts of a selected travel, recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability **M**  

## Technology







Students:

- investigate the way transportation and information and communication technologies are used to connect people to services, information and people in other places, for example: (ACHGK066)
  - explanation of how transport technologies connect people to places **M ST**  
  - examination of how information and communication technologies increases people's connections to services, information and people in other places
  - assessment of the impact of increasing global connectivity on people and places  









## Trade

Students:

- investigate the ways places and people are interconnected through trade in goods and services across a range of scales, for example: (ACHGK067)
  - identification of trade connections in Australia eg local farmers markets, inter-state business 
  - examination of a country's trade links with other countries eg major trade partners, sources of raw materials **M GS**  
  - analysis of spatial patterns of global trade eg countries of production and consumption, global shipping and freight routes **M ST**   

## Production and consumption


Students:

- investigate the effects of the production and consumption of goods on people, places and environments throughout the world, for example: (ACHGK068)
  - examination of environmental, social and economic impacts of production and consumption of consumer goods **GS**   
  - assessment of the effect of production or consumption of goods on ONE place or environment **VR**   



- explanation of responses by governments, groups and individuals to minimise the effects of production and consumption 🌱🌿🌻

## APPENDIX 2G - Comparison of the NESA (NSW) Curriculum and Australian Curriculum – STAGE 5 Geography

NSW Curriculum <i>Geography (Mandatory)</i>	Australian Curriculum <i>Civics and Citizenship Education</i>
<p><b>STAGE 5</b></p> <p>By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.</p> <p>Learning across the curriculum: Civics and Citizenship icon: </p> <div data-bbox="98 788 1122 863" style="background-color: #cccccc; padding: 5px;">Stage 5</div> <div data-bbox="98 895 580 970" style="border: 1px solid black; padding: 5px;">Sustainable Biomes</div> <div data-bbox="647 895 1122 970" style="border: 1px solid black; padding: 5px;">Changing Places</div> <div data-bbox="98 1002 580 1118" style="border: 1px solid black; padding: 5px;">Environmental Change and Management</div> <div data-bbox="647 1002 1122 1118" style="border: 1px solid black; padding: 5px;">Human Wellbeing</div> <p><b>CONTENT</b></p> <p><u>Sustainable biomes</u></p>	<p><b>YEAR 9</b></p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws, citizens and citizenship, diversity and identity</b>. The Year 9 curriculum builds students' understanding of <b>Australia's political system and how it enables change</b>. Students <b>examine the ways political parties, interest groups, media and individuals influence government and decision making processes</b>. They investigate the <b>features and principles of Australia's court system</b>, including its <b>role in applying and interpreting Australian law</b>. Students also examine global connectedness and how this is shaping contemporary Australian society.</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>– What influences shape the operation of Australia's political system?</li> <li>– How does Australia's court system work in support of a democratic and just society?</li> <li>– How do citizens participate in an interconnected world?</li> </ul> <p><b>CONTENT</b></p> <p><b><i>Government and democracy</i></b></p> <p><b>The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075)</b></p> <ul style="list-style-type: none"> <li>– <i>investigating how the contemporary party system operates in Australia's liberal democracy and how governments are formed in parliament</i></li> <li>– <i>discussing the meaning of key concepts such as parliamentary majority, the opposition, hung parliament, minority government</i></li> <li>– <i>exploring the role of the Senate and state upper Houses, and the balance of power in these Houses</i></li> </ul> <p><b>How citizens' political choices are shaped, including the influence of the media (ACHCK076)</b></p>

## OUTCOMES

- explains the diverse features and characteristics of a range of places and environments **GE5-1**
- explains processes and influences that form and transform places and environments **GE5-2**
- analyses the effect of interactions and connections between people, places and environments **GE5-3**
- assesses management strategies for places and environments for their sustainability **GE5-5**

## KEY INQUIRY QUESTIONS

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?

## CONTENT FOCUS

Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

## CONTENT

### Biomes

Students:

- investigate the distribution and physical characteristics of biomes, for example: (**ACHGK060**)
  - examination of the spatial distribution of biomes **M ST**
  - identification of biomes used to produce food, industrial materials and fibres

**VR** 

- 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**)**

- 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**)**

- 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**)**

- 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*

- explanation of the impact of the climate, soils and vegetation of a biome on its productivity **GS VR**  




### Changing biomes

Students:

- investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations, for example: (ACHGK061)
  - examination of human alterations to the physical characteristics of biomes eg vegetation removal, agriculture, land terracing, irrigation, mining **VR**  
  - assessment of environmental impacts of human alterations to biomes eg habitat and biodiversity loss, water pollution, salinity **GS ST**  
  - discussion of successful sustainability strategies that minimise environmental impacts   

### Biomes produce food

Students:

- investigate environmental, economic and technological factors that influence agricultural yields in Australia and across the world, for example: (ACHGK062)
  - examination of how environmental factors influence agricultural yields eg temperature, water availability, soil, topography **F**
  - discussion of economic factors affecting agricultural yields eg global trade, commercialisation of agriculture **GS**  
  - explanation of how technology is used to increase agricultural yields eg innovations and advancements in farming practices **VR** 

### Challenges to food production

Students:

- investigate environmental challenges to food production for Australia and other areas of the world, for example: (ACHGK063)
  - description of the impact of water scarcity and pollution on food production

**VR**   

### Citizenship, diversity and identity

**How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)**



4. *researching the work of a nongovernment organisation (NGO), philanthropist, community group or religious group and how and why they contribute to the Australian community*
5. *exploring the concept of ‘the common good’ using examples of how religious groups participate to foster interfaith understanding or social justice*
6. *investigating why a particular group advocates for change (for example, in relation to gender equity)*
7. *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)*
8. *discussing how the Australian Honours System recognises, celebrates and says thank you to those who make a difference and serve others*
9. *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)**

10. *analysing how media represent different groups in Australian society and assessing the impact those representations have on community cohesiveness*
11. *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)**

- *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*

- discussion of the impact of land degradation and competing land uses on food production eg urban expansion, biofuel production **F ST** 
- assessment of the extent to which climate change can affect the capacity of countries to increase food production **GS** 

### Food security

#### Students:

- investigate the capacity of the world's biomes to achieve sustainable food security for Australia and the world, for example: (ACHGK064) 
- assessment of the capacity of biomes to produce food into the future  
- analysis of population projections to predict future demand for food **M GS** 
- 
- examination of sustainable practices used to achieve food security **VR** 
- discussion of the potential for Australia to contribute to global food security 

### Changing places

#### OUTCOMES

#### A student:

- explains processes and influences that form and transform places and environments **GE5-2**
- analyses the effect of interactions and connections between people, places and environments **GE5-3**
- assesses management strategies for places and environments for their sustainability **GE5-5**

#### KEY INQUIRY QUESTIONS

- Why has the world become more urbanised?
- How does migration impact on the concentration of people into urban places?
- How does urbanisation change environments and places?
- What strategies are used to manage environmental change in urban places to enhance sustainability?

### YEAR 10

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws, citizens and citizenship, diversity and identity**. The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

#### Inquiry Questions

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

### CONTENT

#### Government and democracy

The key features and values of Australia's system of government compared with at least **ONE** other system of government in the Asia region ([ACHCK090](#))

- *categorising the key features of Australia's system of government (for example, democratic elections and the separation of powers) and comparing and contrasting these to the key features found in another country in the Asia region, such as Japan, India or Indonesia*
- *interviewing people with connections to a country in the Asia region to compare the values they associate with the system of government in that country with those of Australia*

The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations ([ACHCK091](#))

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









## CONTENT FOCUS

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

## CONTENT






### Causes and consequences of urbanisation

Students:

- investigate the causes and consequences of urbanisation with reference to ONE Asian country, for example: (ACHGK054) 
  - identification of spatial distribution patterns **M GS**  
  - description of the causes of urbanisation   
  - examination of economic, social or environmental consequences of urbanisation **VR**  

### Urban settlement patterns

Students:

- investigate differences in urban settlement patterns between Australia and another country, for example: (ACHGK055)
  - examination of urban settlements to determine patterns of concentration **GS** **ST**  
  - explanation of factors influencing urban concentration eg climate and topography, transportation networks, land use or perceptions of liveability **F** **VR** 
  - assessment of the consequences of urban concentrations on the characteristics, liveability and sustainability of places  

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

### Laws and Citizens

#### The role of the High Court, including in interpreting the Constitution (ACHCK092)

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

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

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






### Citizenship, diversity and identity

#### The challenges to and ways of sustaining a resilient and cohesive society (ACHCK094)

- exploring the concept of 'cohesive society' using examples from contemporary events in Australia or in other countries to identify factors that support cohesiveness
- considering threats to Australian democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness







### Internal migration

Students:

- investigate reasons for and effects of internal migration in Australia and another country, for example: (ACHGK056, ACHGK057)
  - analysis of trends in temporary and permanent internal migration **GS**   
  - discussion of economic, social or environmental consequences of internal migration on places of origin and destination  











### International migration

Students:

- investigate the reasons for and effects of international migration to Australia, for example: (ACHGK058)
  - analysis of international migration patterns **M GS**  
  - explanation of where and why international migrants settle within Australia **M**   
  - examination of characteristics and spatial patterns of Australia's cultural diversity **F VR** 

### Australia's urban future

Students:

- investigate the management and planning of Australia's urban future, for example: (ACHGK059) 
  - description of Australia's projected population growth **GS** 
  - discussion of the implication of population forecasts for the future growth and sustainability of urban places  
  - explanation of strategies used to create economically, socially and environmentally sustainable urban places   
  - proposal of ways for individuals and communities to contribute to a sustainable urban future   

- identifying the safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law*
- investigating processes by which individuals and groups resolve differences in Australian communities (for example, negotiation, mediation and reconciliation)*

## Environmental change and management

### OUTCOMES

#### A student:

- explains processes and influences that form and transform places and environments **GE5-2**
- analyses the effect of interactions and connections between people, places and environments **GE5-3**
- accounts for perspectives of people and organisations on a range of geographical issues **GE5-4**
- assesses management strategies for places and environments for their sustainability **GE5-5**

### KEY INQUIRY QUESTIONS

- How do environments function?
- How do people's worldviews affect their attitudes to and use of environments?
- What are the causes and consequences of change in environments and how can this change be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?

### CONTENT FOCUS

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

### CONTENT

#### Environments

Students:


- investigate the role and importance of natural environments, for example:



- identification of the function of natural environments in supporting life eg maintaining biodiversity **F VR**





### Environmental change

Students:

- investigate human-induced environmental changes across a range of scales, for example: (ACHGK070)
  - brief examination of types, and extent, of environmental change **F VR** 

### Environmental management








Students:

- investigate environmental management, including various worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK071, ACHGK072) 
  - discussion of varying environmental management approaches and perspectives   

### Investigative study

Select ONE type of environment in Australia as the context for a comparative study with at least ONE other country.

Students:

- investigate the biophysical processes essential to the functioning of the selected environment
  - explanation of how the biophysical processes operating in the environment maintain its functioning **F**   
- investigate the causes, extent and consequences of the environmental change (ACHGK073)
  - examination of the causes and extent of change to the environment in each country **M GS**  
  - analysis of the short and long-term consequences of the environmental change in each country  

- investigate the management of the environmental change, for example: (ACHGK074, ACHGK075) ✨
  - discussion of the factors influencing the management responses in each country eg worldviews, competing demands, technology, climate change ✨🌐
  - ★
  - comparison and evaluation of the effectiveness of the management responses in achieving environmental sustainability ✨⚙️
  - proposal of how individuals could contribute to achieving environmental sustainability for the environment in each country ✨👥🌏

## Human wellbeing

### OUTCOMES

#### A student:

- explains the diverse features and characteristics of a range of places and environments GE5-1
- explains processes and influences that form and transform places and environments GE5-2
- analyses differences in human wellbeing and ways to improve human wellbeing GE5-6

### KEY INQUIRY QUESTIONS

- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

### CONTENT FOCUS

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the

consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

## CONTENT

### Human wellbeing and development

Students:

- investigate ways of measuring and mapping human wellbeing and development, for example: (ACHGK076)
  - examination of global indicators and benchmarks for human wellbeing **GS** 📊
  - description of ways of measuring and mapping human wellbeing and development for the purpose of identifying and analysing spatial variations 🎓
  - analysis of contemporary trends in human wellbeing and development **GS** <sup>a</sup> ⚙️📊

### Spatial variations in human wellbeing

Students:

- investigate causes, issues and consequences of spatial variations in human wellbeing, for example: (ACHGK077, ACHGK078, ACHGK079)
  - description of spatial variations in human wellbeing and development between and within countries using selected indicators **M GS** <sup>a</sup> 🎓📊
  - examination of reasons for and consequences of spatial variations in human wellbeing and development **VR** <sup>a</sup> 🌐
  - discussion of issues affecting the development of places and their impact on human wellbeing in ONE country or region **ST** <sup>a</sup> ⚙️🌐

### Human wellbeing in Australia

Students:

- investigate the reasons for and consequences of spatial variations in human wellbeing in Australia, for example: (ACHGK080)
  - identification of differences in human wellbeing in Australia using a range of indicators **GS** 🖱️📊
  - examination of reasons for and consequences of differences in human

wellbeing for TWO groups of people in Australia eg cultural groups, unemployed, the aged, young people, people with disabilities VR 🖐️ 🎓 ♿


– analysis of how human wellbeing is influenced by where people live in Australia M 🖐️ ⚙️ ♿

### Improving human wellbeing

Students:

- investigate initiatives to improve human wellbeing in Australia and other countries, for example: (ACHGK081)
  - evaluation of initiatives by governments and non-government organisations to reduce spatial variations in human wellbeing ⚙️ 🌐
  - discussion of the role individuals play in improving human wellbeing 👤 🇦🇺 ♿
  - proposal for action by governments, organisations or individuals to improve the wellbeing of ONE group in Australia ⚙️ 👤 🇦🇺 ⭐

## APPENDIX 2H - Comparison of the NESA (NSW) Curriculum and Australian Curriculum – STAGE 4/5 Commerce (Elective)

NSW Curriculum Commerce	Australian Curriculum <i>Civics and Citizenship Education</i>
<i>Elective subject. Schools can opt for it to be offered in stages 4 or 5 or across both, but most commonly a Stage 5 Elective</i> <i>This comparison focusses specifically on the units related to the legal system – one Core and one option schools could elect to complete</i>	
<p><b>Stage 4:</b> By the end of Stage 4, students demonstrate knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters. They <b>describe the rights and responsibilities of individuals in a range of contexts, and the role of law in society</b>. Students <b>appreciate the importance of ethical and socially responsible behaviour, and fundamental rights, rules and laws that promote fairness, justice and equity in society</b>.</p> <p><b>Stage 5:</b> By the end of Stage 5, students demonstrate knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters. They <b>analyse the rights and responsibilities of individuals in a range of contexts, and the role of law in society</b>. Students <b>appreciate the importance of ethical and socially responsible behaviour, and fundamental rights, rules and laws that promote fairness, justice and equity in society</b>.</p> <p>Learning across the curriculum: Civics and Citizenship icon: </p> <p><b>CONTENT</b>  <b>Core 4: Law, Society and Political Involvement</b>  <b>Outcomes</b></p> <p><b>COM5-1</b> applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts  <b>COM5-2</b> analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts  <b>COM5-3</b> examines the role of law in society  <b>COM5-4</b> analyses key factors affecting decisions</p> <p><b>Related Stage 4 outcomes:</b> COM4-1, COM4-2, COM4-3, COM4-4, COM4-5</p> <p><b>Content focus</b></p>	<p><b>YEAR 7</b> The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws, citizens and citizenship, diversity and identity</b>. The Year 7 curriculum provides a study of the <b>key features of Australia's system of government and explores how this system aims to protect all Australians</b>. Students <b>examine the Australian Constitution and how its features, principles and values shape Australia's democracy</b>. They look at how the <b>rights of individuals are protected through the justice system</b>. Students also explore how Australia's secular system of government supports a diverse society with shared values.</p> <p><b>Inquiry Questions</b></p> <ol style="list-style-type: none"> <li>How is Australia's system of democratic government shaped by the Constitution?</li> <li>What principles of justice help to protect the individual's rights to justice in Australia's system of law?</li> <li>How is Australia a diverse society and what factors contribute to a cohesive society?</li> </ol> <p><b>CONTENT</b>  <b>Government and democracy</b>  <b>The key features of government under the Australian with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers (ACHCK048)</b></p> <ul style="list-style-type: none"> <li>exploring the concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power</li> <li>using an issue such as water management, education or health to explore the division of powers between state/territory and federal levels of government and identifying the way that conflicts between state laws and Commonwealth laws are resolved</li> </ul>

Students develop an understanding of **how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process**. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.

## Content

### The role and structure of the legal system

Students:

- investigate the nature of laws and the reasons for laws in society in relation to values, morals and ethics 🏛️⚖️🌐🏠
- describe the roles and responsibilities of the three levels of government, including the division of powers (ACHCK048) 🏛️🏠
- identify key features of Australia's court system, including the High Court and its role in interpreting the Australian Constitution (ACHCK077, ACHCK092) 🏛️🏠
- describe the role of legal personnel and the role and selection of juries 🏛️🏠
- explain how laws are made, including common and statute law (ACHEK063) 🏛️🏠
- investigate the significance of customary law for Aboriginal and Torres Strait Islander Peoples and changes in its recognition over time (ACHCK064) 🏛️🏠🌐🏠
- outline types of law, including public and private, criminal and civil, domestic and international (ACHEK064) 🏛️🏠

### Law reform, political action and decision-making

Students:

- investigate why laws change, how they change and the effect of the changes 🏛️⚖️🌐🏠
- research methods an individual or group has taken to influence politicians and evaluate their effectiveness, for example individual action, actions of lobby groups and political parties and the use of the media (ACHCK062, ACHCK076) 🏛️🏠🌐🏠
- outline the process by which referendums to change the Australian Constitution are initiated and decided (ACHCK049) 🏛️🏠

### Participation in the democratic process

- describing the role of the Governor-General, the different roles of the House of Representatives and the Senate, the Prime Minister, ministers or the Cabinet and courts
- identifying the principles of representative and responsible government that underpin the Australian Constitution
- identifying the composition of the Legislature (the Queen, represented by the Governor-General, and the Senate and the House of Representatives), Executive (the Queen, represented by the Governor General, Prime Minister and ministers) and Judiciary (the High Court and other federal courts)
- discussing how ministers are subject to the scrutiny of other members of the parliament led by an officially recognised opposition
- the process for constitutional change through a referendum (ACHCK049)
- describing the process by which referendums to change the Australian Constitution are initiated and decided
- exploring examples of attempts to change the Australian Constitution by referendum (for example, the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the constitution Alteration (Establishment of Republic) 1999)
- discussing the advantages and disadvantages of having a Constitution that can only be amended by referendum

### Laws and Citizens

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

- discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors
- exploring how Australians can receive access to justice and legal representation, such as through legal aid
- discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof

### Citizenship, diversity and identity

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

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

<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>investigate the rights and responsibilities of individuals and groups in the democratic process, including the right to vote (ACHCK061, ACHCK062) 🗳️🗳️🗳️🗳️</li> <li>explain how an election is conducted and the range of voting methods – first past the post, preferential, optional preferential and proportional 🗳️🗳️</li> <li>describe the role of political parties and independent representation in Australia’s system of government, including the formation of governments (ACHCK075) 🗳️🗳️🗳️</li> <li>describe the process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet (ACHCK103)</li> <li>discuss the significance of a parliamentary majority, a hung parliament and minority government (ACHCK075) 🗳️🗳️</li> <li>explain how and why the separation of powers exists between the Parliament (legislative), Executive and Judiciary (ACHCK048, ACHCK090) 🗳️🗳️</li> </ul> <p><b>Current issues</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>investigate a current issue relating to Australia’s legal system or political process, for example: 🗳️🗳️🗳️🗳️ <ul style="list-style-type: none"> <li>access to the law and why some individuals or groups have difficulty in doing so, due to factors such as cost, distance, time, procedures and language difficulties (ACHCK050) 🌐🗳️</li> <li>an issue of interest to young people and actions that could be taken to influence this issue 🗳️</li> </ul> </li> </ul> <p><b>Core 3: Employment and Work Futures</b></p> <p><b>Outcomes</b></p> <p><b>COM5-1</b> applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</p> <p><b>COM5-2</b> analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</p> <p><b>COM5-3</b> examines the role of law in society</p> <p><b>COM5-4</b> analyses key factors affecting decisions</p>	<ul style="list-style-type: none"> <li>identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources</li> <li>exploring the diversity of spiritualities among Aboriginal and Torres Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam</li> <li>appreciating the cultural and historical foundations of Australia’s Christian heritage</li> </ul> <p><b>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society (ACHCK052)</b></p> <ul style="list-style-type: none"> <li>identifying values shared by Australians and deciding which ones could also be considered universal values</li> <li>identifying how human rights values are consistent with Australian values</li> </ul> <p><b>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)</b></p> <ul style="list-style-type: none"> <li>investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole</li> <li>discussing how stereotypes are linked with people’s cultural identity (for example, clothes, accent/language, media representations)</li> <li>considering how Australia’s location in the Asian region influences interactions between Australians and those living in the region</li> <li>discussing how belonging to a religious or cultural group can provide a sense of belonging and how this group membership can shape an individual’s identity</li> <li>identifying the different ways that cultural and religious groups express their beliefs, identity and experiences (for example, through customs, practices, symbols, language, traditions and art, and virtual communities)</li> </ul> <p><b>YEAR 8</b></p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws, citizens</b></p>
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**COM5-5** evaluates options for solving problems and issues

**Related Stage 4 outcomes:** COM4-1, COM4-2, COM4-3, COM4-4, COM4-5, COM4-6, COM4-7, COM4-8, COM4-9

### Content focus

Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing **rights and responsibilities of workplace participants**. Students analyse a range of perspectives in their consideration of employment and work futures.

### Content

#### Work and wellbeing

Students:

- examine the contribution of work to the wellbeing of individuals and broader society, including: 🌟 🌟 🌟
  - the relationship of work to quality of life, eg disposable income, health, household economic wellbeing, superannuation accrual, household management 🏠
  - contributing to an individual's self-esteem and material and non-material living standards (ACHEK018, ACHEK020) 🌟
  - the redistribution of income through taxation, and **government expenditure, eg in education, health, infrastructure and social welfare** (ACHEK052) 🏢 📺 📰

### The workplace

Students:

- compare the types of work and work arrangements, including full-time, part-time, casual, at home, paid, unpaid, voluntary, apprenticeships, traineeships (ACHEK020) 🌟 🌟
- examine various sources of income, including wages and salaries, commissions, profits and dividends

**and citizenship, diversity and identity.** The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

### Inquiry Questions

6. What are the freedoms and responsibilities of citizens in Australia's democracy?
7. How are laws made and applied in Australia?
8. What different perspectives are there about national identity?

### CONTENT

#### Government and democracy

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

- *explaining how each freedom supports active participation in Australia's democracy discussing how and why 'the bounds of law' can limit these freedoms*
- *considering the circumstances that can lead to dissent in a democracy*
- *debating how to manage situations when rights and freedoms are in conflict (for example, whether it should be a matter for parliaments or judges to resolve)*

**How citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action** (ACHCK062)

- *exploring how elected representatives can advocate on behalf of citizens*
- *investigating examples where citizens have taken direct action such as organising a public demonstration or social media campaign*
- *analysing how opinion polls are conducted and the ways they are used in democratic debate*
- *exploring the different ways that citizens can participate in and support Australia's democracy through their working lives, such as by serving in the armed services or as a reservist, teaching, representing Australia abroad as a diplomat or aid worker, or joining the police service or the public service*



- investigate how the nature of work has changed and how it is likely to change in the future, including: (ACHEK031) 📊 ⚙️
  - the use of statistical data to examine patterns of employment 📊 ⚙️
  - the emergence of the sharing economy ⚙️
  - changes in the nature of work and workplace arrangements due to the impact of technology and globalisation ⚙️ 🌐

### Rights and responsibilities in the workplace

Students:

- investigate the roles of various participants in the workplace, including employers, employees, contractors, industrial organisations/unions, state/territory and Commonwealth governments (ACHEK042) 🏢 ⚙️ ⚖️
- explain changes to the roles of employees in the workplace, for example the increasing encouragement for workers to show initiative (ACHEK042) 📊 🏢 ⚙️
- discuss employer responsibilities to workers and the government, for example superannuation, paid parental leave, pay as you go (PAYG) withholding, income tax, company tax or the Goods and Services Tax (GST) (ACHEK042) 📊 🏢 ⚙️ ⚖️
- examine laws related to the workplace, including: (ACHEK042) ⚙️ 📊 🏢 ⚖️
  - Work Health and Safety (WHS) legislation
  - Equal Employment Opportunity and anti-discrimination laws 🌐
  - penalty rates and the role of the Fair Work Commission
- identify methods of resolving disputes, including grievance procedures, negotiation, mediation, arbitration ⚖️

### Current issues

Students:

- investigate a current issue related to the workplace that has affected employees in Australia, for example: ⚙️ 📊 🏢 ⚖️

### Laws and Citizens

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

- comparing some examples of statutes and common laws and the way they are made and outlining the hierarchy of these different types of laws (for example, that statutes will override the common law)
- distinguishing statutory and common law from executive law (delegated law) and identifying how the Houses of Parliament can disallow delegated legislation
- discussing examples of recent laws passed through parliaments that enact government policy

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

- explaining the difference between criminal law and civil law
- considering the significance of customary law for Aboriginal and Torres Strait Islander Peoples

### Citizenship, diversity and identity

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

- identifying Christian traditions that have influenced the development of Australian society, democracy and law
- identifying the values and beliefs of religions practised in contemporary Australia (for example, Christianity, Judaism, Buddhism, Islam, Hinduism)

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

- investigating representations of Australian identity evident in national day events (such as Anzac Day), and in the media and popular culture, to analyse different perspectives on the interpretation of national identity
- examining contemporary influences on the shaping of Australian national identity, such as the natural environment, immigration, attitudes to Asia and Reconciliation between Aboriginal and Torres Strait Islander Peoples and other Australians

- workplace discrimination on the basis of, eg age, disability, ethnicity, gender, culture 🌐👤👤
- the ways in which different groups in society have been affected by one current employment relations issue 🗳️
- artificial intelligence and/or robotic technology and its impact on the workforce
- the nature of unemployment and implications for the individual, groups and society 📊👤

## Option 5: Law in Action

### Outcomes

**COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

**COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

**COM5-3** examines the role of law in society

**COM5-4** analyses key factors affecting decisions

**COM5-5** evaluates options for solving problems and issues

**Related Stage 4 outcomes:** COM4-1, COM4-2, COM4-3, COM4-4, COM4-5

### Content focus

Students investigate a range of situations in which individuals may come in contact with the law. They examine the **legal rights and responsibilities of individuals in society and the range of options available for dispute resolution.**

### Content

#### Contact with the law

Students:

- discuss the nature of legal capacity, including: 🗳️👤

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

- *examining personal stories to explore how individuals relate to national identity and how it impacts on their sense of belonging in the Australian community*
- *exploring the extent of ethnic diversity in Australia*

### YEAR 9

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws, citizens and citizenship, diversity and identity.** The Year 9 curriculum builds students' understanding of **Australia's political system and how it enables change.** Students **examine the ways political parties, interest groups, media and individuals influence government and decision making processes.** They investigate the **features and principles of Australia's court system, including its role in applying and interpreting Australian law.** Students also examine global connectedness and how this is shaping contemporary Australian society.

### Inquiry Questions

9. What influences shape the operation of Australia's political system?
10. How does Australia's court system work in support of a democratic and just society?
11. How do citizens participate in an interconnected world?

### CONTENT

#### Government and democracy

**The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075)**

- *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)

- the age when various rights and responsibilities are granted by the law 🏛️⚖️
- areas of the law that affect young persons in Australia 🌐
- explain the ways in which individuals may come in contact with the criminal law, including: 🏠
  - the elements which must be proven for someone to be convicted of a crime ⚙️⚖️
  - the levels of responsibility that apply to young people as the accused, a witness or a victim ⚙️👤
  - when a young person is considered to be an adult in different criminal situations 🏛️
  - appropriate punishments for a range of crimes (ACHCK078) ⚙️⚖️🌐
- explain the ways in which individuals may come in contact with the civil law, including: 🏠
  - the impact of civil law on young people ⚙️⚖️
  - how the same incident may give rise to both criminal and civil action ⚙️
  - the capacity of a young person to enter into different types of contracts 🏛️📄🌐
  - situations where businesses can be found to be negligent in a legal sense ⚙️⚖️⚡
  - remedies for negligence 🏛️

### Rights and responsibilities of individuals

Students:

- investigate examples of laws that protect human rights 🏛️🌐🏠⚖️
- examine the rights and responsibilities of individuals in a range of situations, including: 🏛️🏠🌐
  - commercial, family and work situations 🌐⚖️⚡
  - offender, victim, defendant/plaintiff or witness ⚖️
  - the ways in which children are protected under the Convention of the Rights of the Child 🌐

### Resolving disputes

Students:

- discuss the range of options for dispute resolution, including: ⚙️

- 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)

- 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)

- 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)

- 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

- the role of law enforcement agencies, eg police, the Australian Taxation Office, and courts and tribunals 🏠🌐👮🏠
- alternative dispute resolution methods, eg mediation, restorative justice, circle sentencing
- dispute resolution in Aboriginal and Torres Strait Islander communities, including the role of customary law (ACHCK064) 🏠🌐👮🏠
- the effectiveness of different methods of resolving disputes 🏠🌐👮🏠

### Current issues

Students:

- investigate a current issue relating to the law in action, for example: ⚙️⚖️💻🏠
  - the rights and responsibilities of a young person in a contractual arrangement 🏠🌐
  - a comparison of legal rights and responsibilities of Australian individuals compared with one other country 🌐
  - the role of international organisations, eg the United Nations, in dispute resolution 🌐
  - cyberbullying and the effectiveness of the law 💻

### Citizenship, diversity and identity

How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)

- researching the work of a nongovernment 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)

- 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)

- 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

## YEAR 10

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws, citizens and citizenship, diversity and identity**. The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

### Inquiry Questions

9. How is Australia's democracy defined and shaped by the global context?
10. How are government policies shaped by Australia's international legal obligations?
11. What are the features of a resilient democracy?

## CONTENT

### **Government and democracy**

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

- *categorising the key features of Australia's system of government (for example, democratic elections and the separation of powers) and comparing and contrasting these to the key features found in another country in the Asia region, such as Japan, India or Indonesia*
- *interviewing people with connections to a country in the Asia region to compare the values they associate with the system of government in that country with those of Australia*

The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations ([ACHCK091](#))

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

	<ul style="list-style-type: none"> <li>• <i>investigating Australia’s involvement with the United Nations (for example, representation in the organisation and adherence to conventions and declarations that Australia has ratified)</i></li> </ul> <p><b>Laws and Citizens</b></p> <p><b>The role of the High Court, including in interpreting the Constitution (ACHCK092)</b></p> <ul style="list-style-type: none"> <li>• <i>examining the jurisdiction of the High Court</i></li> <li>• <i>exploring an example of a High Court judgement in interpreting and applying Australian law, such as the Mabo decision or the construction of the Hindmarsh Island Bridge</i></li> </ul> <p><b>How Australia’s international legal obligations shape Australian and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093)</b></p> <ul style="list-style-type: none"> <li>• <i>listing some of the international agreements Australia has ratified and identifying examples of how each one might shape government policies and laws (for example, the protection of World Heritage areas)</i></li> <li>• <i>researching the International Convention on the Elimination of All Forms of Racial Discrimination, Convention on the Rights of the Child, and the Declaration on the Rights of Indigenous Peoples</i></li> <li>• <i>identifying how international conventions and declarations have shaped Australian government policies with regard to Aboriginal and Torres Strait Islander Peoples</i></li> <li>• <i>recognising that the obligations in international treaties only take domestic effect in Australia if they are implemented by statute, whether by the Commonwealth or state parliaments</i></li> </ul> <p><b>Citizenship, diversity and identity</b></p> <p><b>The challenges to and ways of sustaining a resilient and cohesive society (ACHCK094)</b></p> <ul style="list-style-type: none"> <li>• <i>exploring the concept of ‘cohesive society’ using examples from contemporary events in Australia or in other countries to identify factors that support cohesiveness</i></li> <li>• <i>considering threats to Australian democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>identifying the safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law</i></li> <li>• <i>investigating processes by which individuals and groups resolve differences in Australian communities (for example, negotiation, mediation and reconciliation)</i></li> </ul>
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## APPENDIX 3 – NSW Curriculum Review





## 7. ESSENTIAL FEATURES OF THE NEW CURRICULUM

Based on community consultations and submissions to the Review, and feedback on reform directions canvassed in an Interim Report, the Review is recommending a significant redesign of the NSW school curriculum. This redesign is informed by the design principles outlined in the previous section. Given the extent of the recommended changes, the new curriculum arrangements will need to be phased in over an extended period of time, and teachers will need to be provided with professional development and support. This section describes the essential features of the new curriculum.

The Review is recommending a significant redesign of the NSW curriculum.

The proposed redesign is guided by a set of principles relevant to all areas of learning across all years of school – from Kindergarten to Year 12. These principles give rise to a set of ‘design features’ for the new curriculum. This section explains these features and the principles that underpin them.

### Key design features

The curriculum being recommended by the Review has four interrelated and mutually supportive design features. These features are briefly summarised below and each is then elaborated in more detail.

#### Strong foundations for learning, life and work

A first feature of the new curriculum is its design to provide every student, in each phase of learning, with strong foundations for what comes next. The ultimate aim is to ensure every student leaves school well prepared for a lifetime of ongoing learning and informed and active citizenship and with knowledge, skills and attributes that will help equip them for meaningful work and satisfying careers. Underpinning this design is recognition that there are currently significant costs to individuals and society when students fall behind in their learning and leave school with inadequate levels of attainment.

In the early years of school, the new curriculum builds on the Early Years Learning Framework and prioritises the mastery of foundational knowledge and skills, especially in oral language, reading and mathematics. A high priority is also given to children's social and emotional development and wellbeing. These are recognised as essential foundations for successful learning in the subsequent years of school. The new curriculum is designed to help teachers establish where young children are in their learning of these skills and to identify their current learning needs, with the intention of every student being on track as early as possible in their schooling.

In the middle years of school, the new curriculum maintains existing subject requirements and a strong discipline focus. These are recognised as essential to a rounded education and crucial foundations for advanced and specialised learning in the later years. Standards are introduced to specify the levels of attainment students are expected to reach in the subjects of this common curriculum. And, in preparing students for an increasingly interconnected world, the new curriculum gives greater emphasis to the learning of languages other than English and to ensuring every student has a sound understanding of Aboriginal cultures and histories.

In the later years of school, every subject in the new curriculum is designed to develop high levels of knowledge as well as advanced skills in using that knowledge. These are recognised as essential foundations for post-school learning and the world of work. Past distinctions between knowledge and skills, theory and practice, and academic and vocational learning are replaced by rigorous, high-quality HSC subjects each of which integrates theory and the application of theory. The new curriculum is designed to provide every student with opportunities to pursue their strengths and interests, and to develop strong foundations for post-school learning, adult life and future careers.

## NURTURING WONDER AND IGNITING PASSION

Designs for a new school curriculum

### NSW CURRICULUM REVIEW

April 2020



[www.nswcurriculumreview.nesa.nsw.edu.au](http://www.nswcurriculumreview.nesa.nsw.edu.au)

NSW Education Standards Authority



Consideration should be given to how core knowledge and understandings in the subject are to be developed across the years of school. This requires an understanding of how essential factual knowledge builds over time and how increasingly deep understandings of core concepts and principles are typically developed over time. To the extent possible, the sequencing of content in new syllabuses should be informed by theoretical and empirical evidence of how learning in a subject occurs in practice, taking into account prerequisites for learning, logical sequences for the introduction of content, common paths of learning, and evidence of what students find easier and more difficult in practice. The outcome of this work will be an evidence-based plan for the sequencing of subject content.

Then, a sequence of new syllabuses should be constructed for the subject. These replace, but are similar to, existing syllabuses in a subject. Each new syllabus spells out what teachers are expected to teach and students are expected to learn. As noted above, the intention is that, in most subjects, the amount of content specified in new syllabuses will be less than the content specified in current syllabuses. Each new syllabus will prioritise deep learning of important facts and ideas in the subject and give teachers greater flexibility to do this. Each will build on the content of prior syllabuses and lay the foundations for subsequent syllabuses. Together, the sequence of new syllabuses will define a common path of learning for every student.

The development of each new syllabus in a subject requires decisions about the knowledge, skills and understandings to be developed within that syllabus as part of the larger sequence of learning in the subject. In general, these will be knowledge, skills and understandings required for the next syllabus in the sequence, and upon which that syllabus builds. In this sense, new syllabuses provide a sequence or progression of learning in the subject.

Importantly, new syllabuses differ from existing syllabuses in that they are not tied to particular stages or year levels but instead define absolute levels of proficiency or attainment in a subject. The task in developing the content of each new syllabus is to ensure a meaningful sequence of learning, not to develop a syllabus for every student in a particular year group. The envisaged new syllabuses will be smaller units of learning than existing year-level syllabuses, and in each subject, there will be a larger number of them than currently. The exact number will be determined by NESA.

The redesign of the curriculum for the later years of school also involves the development of new syllabuses which give greater priority to learning with understanding and to developing students' skills in applying knowledge. In practice, each subject during these years is divided into a set of learning 'modules', each of which builds on prior modules in that subject. The curriculum development task is to decide, subject by subject, how new syllabuses could be presented as a sequence of (perhaps six) learning modules. The intention is that each module, while part of a sequence of learning, also could be taught and assessed as a unit of learning, thereby providing greater flexibility in when learning occurs and how many modules individuals choose to complete.

For each new syllabus in a subject, clarity is required about what students should know, understand and be able to do by the completion of that syllabus. In other words, there must be clarity about the standard students are expected to reach. This standard should be described and illustrated with samples of student responses and work that meet the standard. Students meeting this standard are considered to have 'achieved' the syllabus and to be ready for the more challenging work of the next syllabus in that subject. Classroom teachers decide when students have achieved a syllabus and are ready for the next. Material illustrating achievement of the syllabus should be available to teachers online. In the case of subjects in the later years of school, some form of moderation of teachers' judgements also may be desirable.

**Design new syllabuses that do not specify when every student must commence, or how long they have to learn, the content of each syllabus.**

- Make new syllabuses untimed, with students progressing to the next syllabus once they have mastered the prior syllabus. Students who require more time should have it; students ready to advance should be able to do so.
- Specify what students are expected to know, understand and be able to do as a result of being taught each syllabus in a subject and illustrate this standard with samples of student responses and work.

## 8. IMPLEMENTING THE NEW CURRICULUM

The Review is recommending a significant redesign of the NSW school curriculum. The recommended changes have been developed to support teachers to ensure every student learns successfully and is well prepared for further learning, life and work and to lift overall levels of performance in NSW schools. The new curriculum arrangements may require a decade to implement fully. Implementation involves four major activities: (1) developing a suite of new syllabuses; (2) introducing a number of new curriculum features in each phase of school; (3) engaging and collaborating with stakeholders; and (4) creating enabling conditions, including the capacity in schools to implement new curriculum arrangements. This section provides recommendations for each.

The implementation of the new curriculum will require careful planning and adequate resourcing. It will not be possible or desirable to commence work on all aspects of the curriculum reforms simultaneously. A logical sequencing of work that includes in some cases further consultations with teachers and schools and the investigation and testing of options will be required. Nevertheless, work in some areas, particularly on the design of new syllabuses to address concerns about overcrowding and lack of flexibility to meet individual student needs, should be begun as soon as possible.

### New syllabuses

The major task in introducing the new curriculum is the design and development of a suite of 'new syllabuses'. This should be done in a phased way for mandated subjects, beginning with English and Mathematics, then Science and Human Society and its Environment, followed by other subjects of the mandated curriculum. Parallel work should be done to design new senior secondary syllabuses, again adopting a phased approach. It is envisaged that the development of all new syllabuses could take a decade.

### Learning with understanding

In every subject, the development of new syllabuses involves the same set of steps. The first set of steps relates to the identification of core content and the removal of less essential content where that is judged desirable.

An exercise should be undertaken to decide on the core content of the subject. The aim here is to identify essential factual knowledge, skills, concepts and principles, the understanding of which is developed in increasing depth across the years of school. Ideally, this exercise will identify a relatively small number of essential ideas or understandings that underpin learning in the subject and around which specific factual and procedural knowledge is organised. This is an important step in deciding what is core to a subject and in identifying content that is more peripheral and could be removed in subjects where some reduction in content is judged necessary.

It is envisaged that, in many subjects, there will be a reduction in the total volume of factual material teachers are expected to teach and students are expected to memorise, making more time to develop deep understandings of content. Each subject has a body of knowledge and skills that every student must master, but the new curriculum prioritises learning with understanding. In practice, this means each subject provides teachers with more time to teach important ideas in depth, including by illustrating how core concepts and principles can be applied in a variety of settings and by providing students with more opportunities to apply what they are learning.

The sequencing of core content through new syllabuses should be informed by theoretical and empirical research into how increasingly deep knowledge and understandings in a subject commonly unfold and are best developed over time.

In the middle years of school, give priority to providing every student with challenging learning material appropriate to their current level of attainment in the expectation that they meet (and ideally exceed) a minimally acceptable standard in each mandated subject by the completion of school.

- Maintain the existing set of mandated subjects; for each subject define the minimum level of attainment every student should achieve by the completion of school; and provide teachers and parents/carers with a way of monitoring whether individuals are on track to achieve that standard.
- Require every student to commence learning a second language during their primary years, making use of technology where possible.
- Develop a curriculum that specifies what every student should know and understand about Aboriginal cultures and histories, and incorporate this curriculum into Human Society and its Environment.

### The later years

The priority in the later years of school should be to provide every student with opportunities to pursue personal interests and strengths through rigorous, specialised HSC subjects, each of which builds solid theoretical foundations, provides opportunities to transfer and apply knowledge, and develops skills in the practical implementation of subject learning. This vision for learning in the later years will require considerable reform of existing arrangements and considerable time to implement. A newly developed set of HSC subjects is envisaged, smaller in number and eliminating the current academic-vocational dichotomy. There are several aspects to the redesign.

First, a commitment should be made to eliminate the current bifurcation of learning in the later years of school based on distinctions between knowledge and skills, theory and practice, and academic and vocational learning. The long-term commitment should be to the development of a set of HSC subjects, each of which involves rigorous, high-quality learning that integrates knowledge and the practical application of knowledge in a particular area of learning. The implication is that no subject should be designed solely to provide the knowledge base required for further study of that subject at university, and no subject should be designed solely to develop a set of practical skills required for a particular occupation. Every HSC subject should involve advanced, integrated learning.

Second, consistent with the elimination of the current academic-vocational dichotomy, a new framework for learning in the senior years should be developed and adopted. This framework should consist of a set of new 'learning areas' designed to support student pathways. Figure 15 provides a possible starting point. Each learning area should be promoted as a focal point for schools' relationships with relevant industries and post-school providers, as well as playing a role in developing students' understandings of career opportunities, courses and pathways and more general developments in that field. An objective should be that all future subjects in a learning area are equally rigorous, valued and supported. A first step is to assign every existing subject in the senior years to one of these new learning areas.

## APPENDIX 4 – Australian Curriculum Civics and Citizenship



HASS

### Australian Curriculum HASS Humanities and Social Sciences

<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/>

#### YEAR 3

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **democracy, laws and citizens and citizenship, diversity and identity**. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity).

#### Inquiry Questions

- How are decisions made democratically?
- Why do we make rules?
- How can I participate in my community?

#### YEAR 4

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens and citizenship, diversity and identity**. Students' understanding of democratic decision-making is further developed through a study of the role of their local government and the services it provides to their community (government and democracy). They examine how rules and laws affect them and the importance of laws in society (laws and citizens) and they explore cultural diversity in their community; in particular, how belonging to different groups can shape personal identity (diversity and identity).

#### Inquiry Questions

- How can local government contribute to community life?
- What is the difference between rules and laws and why are they important?
- How has my identity been shaped by the groups to which I belong?

## CONTENT

### The importance of making decisions democratically ([ACHASSK070](#))

- *making a decision as a class by allowing everyone to have a say and a vote*
- *building empathy by reflecting on how it feels to be included or excluded from making decisions and identifying situations when it is fair for decisions to be made without taking a majority vote (for example, by teachers or parents)*
- *identifying places and situations in communities where decisions are made democratically*

### Who makes rules, why rules are important and the consequences of rules not being followed ([ACHASSK071](#))

- *developing and justifying a set of fair rules and consequences for the class*
- *identifying familiar rules, how rules protect the rights of others, what their responsibilities are to others, and the consequences when rules are not followed*
- *considering why rules differ across contexts (for example, a library, the playground, in class, at home, in games and in cultural groups)*
- *discussing situations where it is not fair to have one rule that treats everyone the same, if some people (for example, students with a disability) have different needs or would be unable to follow the rules*
- *exploring cultural norms behind some rule-making (for example, removing shoes before entering places of cultural significance)*
- *identifying who has the authority to make rules (for example, at school or in a sporting club)*

### Why people participate within communities and how students can actively participate and contribute ([ACHASSK072](#))

- *identifying groups in the local community or through a virtual community and exploring their purpose*
- *exploring how they could participate in a school or community project (for example, raising money for a relevant aid project such as sponsorship of a sports team; working to protect a bird habitat)*
- *investigating an individual's contribution and why it was recognised (for example, an individual who was awarded an Order of Australia)*
- *exploring the motivations of people who have contributed to communities (for example, local community volunteers, leaders and Elders)*

## CONTENT

### The role of local government and the decisions it makes on behalf of the community ([ACHASSK091](#))

- *examining how local government is chosen and by whom*
- *exploring what local government does, including the services it provides (for example, environment and waste, libraries, health, parks, cultural events, pools and sport, arts and pet management)*
- *describing how local government services impact on the lives of students*

### The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples ([ACHASSK092](#))

- *distinguishing between 'laws' (for example, speeding in school zones) and 'rules' (for example, sun safety in the school)*
- *exploring the purpose of laws and recognising that laws apply to everyone in society*
- *discussing examples of laws and why they are important to students' lives*
- *investigating the impact of laws on Aboriginal and Torres Strait Islander Peoples (for example, environmental laws, native title laws and laws concerning sacred sites)*

### The different cultural, religious and/or social groups to which they and others in the community belong ([ACHASSK093](#))

- *identifying diversity through the different social, cultural and religious groups students belong to*
- *listing and comparing the different beliefs, traditions and symbols used by groups*
- *recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions*



<p><b>YEAR 5</b></p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws and citizens and citizenship, diversity and identity</b>. Students are introduced to the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice (government and democracy). Students begin to understand representative democracy by examining the features of the voting processes in Australia (government and democracy). Students expand on their knowledge of the law by studying the role of laws and law enforcement (laws and citizens). Students investigate how diverse groups cooperate and participate in our community (citizenship, diversity and identity).</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>• What is democracy in Australia and why is voting in a democracy important?</li> <li>• Why do we have laws and regulations?</li> <li>• How and why do people participate in groups to achieve shared goals?</li> </ul>	<p><b>YEAR 6</b></p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws and citizens and citizenship, diversity and identity</b>. Students study the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives (government and democracy). Students learn how state/territory and federal laws are made in a parliamentary system (law). Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails (citizenship and identity) and explore the obligations that people may have as global citizens (citizenship, diversity and identity).</p> <p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>• What are the roles and responsibilities of the different levels of government in Australia?</li> <li>• How are laws developed in Australia?</li> <li>• What does it mean to be an Australian citizen?</li> </ul>
<p><b>CONTENT</b></p> <p>The key values that underpin Australia's democracy (<a href="#">ACHASSK115</a>)</p> <ul style="list-style-type: none"> <li>• <i>discussing the meaning of democracy</i></li> <li>• <i>discussing the meaning and importance of the key values of Australian democracy (for example, freedom of election and being elected; freedom of assembly and political participation; freedom of speech, expression and religious belief; rule of law; other basic human rights)</i></li> <li>• <i>considering how students apply democratic values in familiar contexts</i></li> </ul> <p>The key features of the electoral process in Australia (<a href="#">ACHASSK116</a>)</p> <ul style="list-style-type: none"> <li>• <i>exploring the secret ballot and compulsory voting as key features of Australia's democracy</i></li> </ul>	<p><b>CONTENT</b></p> <p>The key institutions of Australia's democratic system of government and how it is based on the Westminster system (<a href="#">ACHASSK143</a>)</p> <ul style="list-style-type: none"> <li>• <i>explaining the role of the monarchy and its representatives in Australia including the Governor-General, and the parliaments and courts in Australia's system of government</i></li> <li>• <i>recognising the importance of the Westminster system and the Magna Carta in influencing Australia's parliamentary government</i></li> <li>• <i>investigating sites virtually or in situ associated with key democratic institutions to explore their roles, such as Parliament House in Canberra</i></li> </ul> <p>The roles and responsibilities of Australia's three levels of government (<a href="#">ACHASSK144</a>)</p> <ul style="list-style-type: none"> <li>• <i>clarifying the roles and responsibilities of the three levels of government (local, state/territory and federal)</i></li> </ul>

- recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair
- clarifying who has the right to vote and stand for election in Australia

#### **Why regulations and laws are enforced and the personnel involved (ACHASSK117)**

- categorising the different types of laws and regulations in their community and who enforces them (road laws – police; health laws – public health department; pollution laws – environmental protection officer)
- identifying and researching the role of different people associated with law enforcement (for example, quarantine and customs officials, police) and the legal system (for example, judges and lawyers)

#### **How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)**

- discussing how and why people volunteer for groups in their community (for example, rural fire services, emergency services groups and youth groups)
- using social media to share and discuss ideas about how people can work together as local, regional and global citizens (for example, as communities for a local environmental issue or project)
- examining Aboriginal and Torres Strait Islander organisations and the services they provide
- discussing ways people resolve differences (for example, through negotiation and Reconciliation)

- identifying issues where federal and state parliaments both have the power to make laws; recognising that federal law will override the state law if federal and state laws conflict on these issues
- identifying instances where there may be multiple levels of government involved (for example, in relation to the environment such as management of the Murray-Darling river system)

#### **The responsibilities of electors and representatives in Australia's democracy (ACHASSK145)**

- considering the responsibilities of electors (for example, enrolling to vote, being informed and voting responsibly)
- identifying the characteristics that would make for a 'good' representative at the local, state/territory or national level

#### **Where ideas for new laws can come from and how they become law (ACHASSK146)**

- investigating where ideas for new laws come from (for example, from party policy, perhaps announced during an election campaign; from suggestions by members and senators; from interest groups in the community)
- exploring how bills are debated and scrutinised (for example, the role of parliamentary committees and the ability of citizens to make submissions to these committees)
- identifying the role of the Executive in relation to the development of policies and the introduction of bills, including the role of Cabinet in approving the drafting of a bill and the role of the public service in drafting and implementing legislation

#### **The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)**

- investigating how people become Australian citizens
- discussing the Australian citizenship pledge and comparing it to the former oath of allegiance to the monarch to explore notions of allegiance
- clarifying the formal rights and responsibilities of Australian citizenship and comparing these to the rights and responsibilities of non-citizens
- exploring how laws protect human rights (for example, gender, disability, race and age discrimination law)

	<ul style="list-style-type: none"> <li>exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship (for example, those of Asian heritage)</li> </ul> <p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (<a href="#">ACHASSK148</a>)</p> <ul style="list-style-type: none"> <li>identifying the obligations people may consider they have as global citizens (for example, an awareness of human rights issues, concern for the environment and sustainability, being active and informed about global issues)</li> <li>describing dual citizenship and its implications for identity and belonging</li> <li>using a current global issue (for example, immigration across borders or clearing native forests to establish palm oil plantations) to discuss the concept of global citizenship</li> </ul>
<p><b>YEAR 7</b></p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about <b>government and democracy, laws and citizens and citizenship, diversity and identity</b>. The year provides a study of Australia's constitution and how its features shape Australia's democracy (government and democracy) and how Australia's legal system aims to provide justice (laws and citizens). Students explore diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion (citizenship, diversity and identity).</p>	<p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>How is Australia's system of democratic government shaped by the Constitution?</li> <li>What principles of justice help to protect the individual's rights to justice in Australia's system of law?</li> <li>How is Australia a diverse society and what factors contribute to a cohesive society?</li> </ul>
<p><b>CONTENT</b></p> <p>The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the houses of parliament and the division of powers (<a href="#">ACHASSK193</a>)</p> <ul style="list-style-type: none"> <li>identifying the principles of representative and responsible government that underpin the Australian Constitution</li> <li>identifying the composition of the Legislature (the Queen, represented by the Governor-General, and the Senate and the House of Representatives), Executive (the Queen, represented by the Governor-General, Prime Minister and ministers) and Judiciary (the High Court and other federal courts)</li> <li>describing the role of the Governor-General and the different roles of the House of Representatives and the Senate, the Prime Minister, ministers or the Cabinet and courts</li> <li>exploring the concept of the separation of powers between the Legislature, Executive and Judiciary and how it seeks to prevent the excessive concentration of power</li> <li>discussing how ministers are subject to the scrutiny of other Members of the Parliament led by an officially recognised opposition</li> <li>using an issue (for example, sustainable water management, education or health) to explore the division of powers between state/territory and federal levels of government, and identifying the way that conflicts between state laws and Commonwealth laws are resolved</li> </ul>	





**The process for constitutional change through a referendum (ACHASSK194)**

- *describing the process by which referendums to change the Australian Constitution are initiated and decided*
- *exploring examples of attempts to change the Australian Constitution by referendum (for example, the successful vote on the Constitution Alteration (Aboriginals) 1967; the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999)*
- *discussing the advantages and disadvantages of having a Constitution that can only be amended by referendum*

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

- *discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors*
- *exploring how Australians can receive access to justice and legal representation, such as through legal aid*
- *discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof*

**How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHASSK196)**

- *defining the terms 'secular', 'multi-faith' and 'diverse society' and discussing their relevance to Australia today*
- *identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources*
- *appreciating the cultural and historical foundations of Australia's Christian heritage*
- *exploring the diversity of spiritualities among Aboriginal and Torres Strait Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam*

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

- *identifying values shared by Australians and deciding which ones could also be considered universal values*
- *identifying how human rights values are consistent with Australian values*

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

- *investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole*
- *discussing how belonging to a religious or cultural group can provide a sense of belonging and how this group membership can shape an individual's identity*
- *identifying the different ways that cultural and religious groups express their beliefs, identity and experiences (for example, through customs, practices, symbols, language, traditions and art, and virtual communities)*
- *discussing how stereotypes are linked with people's cultural identity (for example, clothes, accent/language, media representations)*
- *considering how Australia's location in the Asian region influences interactions between Australians and those living in the region*



Civics and Citizenship

<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/>

<p><b>YEAR 7</b></p> <p>Study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.</p> <p><b>CONTENT</b></p> <p><b>Government and democracy</b></p> <p>The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers <a href="#">ACHCK048</a></p> <p>The process for constitutional change through a referendum <a href="#">ACHCK049</a></p>	<p><b>YEAR 8</b></p> <p>Study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.</p> <p><b>CONTENT</b></p> <p><b>Government and democracy</b></p> <p>The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement <a href="#">ACHCK061</a></p>	<p><b>YEAR 9</b></p> <p>Understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law...</p> <p><b>CONTENT</b></p> <p><b>Government and democracy</b></p> <p>The role of political parties and independent representatives in Australia's system of government, including the formation of governments <a href="#">ACHCK075</a></p> <p>How citizens' political choices are shaped, including the influence of the media <a href="#">ACHCK076</a></p>	<p><b>YEAR 10</b></p> <p>Understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained...</p> <p><b>CONTENT</b></p> <p><b>Government and democracy</b></p> <p>The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region <a href="#">ACHCK090</a></p> <p>The Australian Government's role and responsibilities at a global level, for example</p>
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<p><b>Laws and citizens</b> 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 <a href="#">ACHCK050</a></p> <p><b>Citizenship, diversity and identity</b> How Australia is a secular nation and a multi-faith society with a Christian heritage <a href="#">ACHCK051</a></p> <p>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society <a href="#">ACHCK052</a></p> <p>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa <a href="#">ACHCK053</a></p>	<p>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 <a href="#">ACHCK062</a></p> <p><b>Laws and citizens</b> How laws are made in Australia through parliaments (statutory law) and through the courts (common law) <a href="#">ACHCK063</a></p> <p>The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law <a href="#">ACHCK064</a></p> <p><b>Citizenship, diversity and identity</b> The values and beliefs of religions practised in contemporary Australia, including Christianity <a href="#">ACHCK065</a></p> <p>Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian <a href="#">ACHCK066</a></p> <p>How national identity can shape a sense of belonging in Australia's multicultural society <a href="#">ACHCK067</a></p>	<p>The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet <a href="#">ACHCK103</a></p> <p><b>Laws and citizens</b> The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements <a href="#">ACHCK077</a></p> <p>The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal <a href="#">ACHCK078</a></p> <p><b>Citizenship, diversity and identity</b> How and why individuals and groups, including religious groups, participate in and contribute to civic life <a href="#">ACHCK079</a></p> <p>The influence of a range of media, including social media, in shaping identities and attitudes to diversity <a href="#">ACHCK080</a></p> <p>How ideas about and experiences of Australian identity are influenced by global connectedness and mobility <a href="#">ACHCK081</a></p>	<p>provision of foreign aid, peacekeeping, participation in international organisations and the United Nations <a href="#">ACHCK091</a></p> <p><b>Laws and citizens</b> The role of the High Court, including in interpreting the Constitution <a href="#">ACHCK092</a></p> <p>How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples <a href="#">ACHCK093</a></p> <p><b>Citizenship, diversity and identity</b> The challenges to and ways of sustaining a resilient democracy and cohesive society <a href="#">ACHCK094</a></p>
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