

BIG HISTORY PROJECT**AUSTRALIAN CURRICULUM MAPPING**

The big history course is an interdisciplinary study of change over time from the Big Bang to the future. BHP requires students to draw upon the latest findings in history, the sciences, and the social sciences, including astronomy, physics, biology, geography, geology, climatology, archaeology, anthropology, cosmology, demography, and environmental studies. Consequently, the course introduces students to important ideas and discoveries and gives them an idea of how those have changed our understanding of the Universe and our place within it.

Due to the interdisciplinary nature of the big history course a potential exists to engage with the Australian Curriculum across a multitude of Learning Areas to meet the core knowledge, understanding, skills and general capabilities identified as foundational for the future learning of all Australian students.

The content scope of the BHP course combined with a pedagogical focus on critical thinking skills and embedded opportunities for Problem Based Learning allow the flexibility to meet Australian Curriculum requirements within a Learning Area or as part of an integrated curriculum model.

To support teachers in maximizing this inherent potential, each of the 10 BHP course units have been mapped to the Australian Curriculum across targeted Learning Areas and cross-curricular requirements.

This document will provide mappings of the Australian Curriculum to each of the 10 BHP course units at year 9 and 10 levels in:

- History
 - Science
 - English
- and also:
- General Capabilities (Level 6)
 - Cross-Curriculum Priorities



BIG HISTORY PROJECT

GENERAL CAPABILITIES (LEVEL 6)

LITERACY										
COMPREHENDING TEXTS THROUGH LISTENING, READING & VIEWING: NAVIGATE, READ AND VIEW LEARNING AREA TEXTS										
L.6	Navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√
COMPREHENDING TEXTS THROUGH LISTENING, READING & VIEWING: LISTEN & RESPOND TO LEARNING AREA TEXTS										
L.6	Listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√
COMPREHENDING TEXTS THROUGH LISTENING, READING & VIEWING: INTERPRET & ANALYSE LEARNING AREA TEXTS										
L.6	Interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√
COMPOSING TEXTS THROUGH SPEAKING, WRITING & CREATING: COMPOSE SPOKEN, WRITTEN, VISUAL AND MULTIMODAL LEARNING AREA TEXTS										
L.6	Compose and edit longer and more complex learning area texts.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√		√	√	√		√	√
COMPOSING TEXTS THROUGH SPEAKING, WRITING & CREATING: USE LANGUAGE TO INTERACT WITH OTHERS										
L.6	Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√



COMPOSING TEXTS THROUGH SPEAKING, WRITING & CREATING: DELIVER PRESENTATIONS

L.6 Plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience.

BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

TEXT KNOWLEDGE: USE KNOWLEDGE OF TEXT STRUCTURES

L.6 Use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others.

BHP Unit	1	2	3	4	5	6	7	8	9	10
		√		√	√				√	√

TEXT KNOWLEDGE: USE KNOWLEDGE OF TEXT COHESION

L.6 Use knowledge of how the cohesion in texts is improved by strengthening the internal structure.

BHP Unit	1	2	3	4	5	6	7	8	9	10
				√						√

GRAMMAR KNOWLEDGE: USE KNOWLEDGE OF SENTENCE STRUCTURES

L.6 Control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis.

BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

GRAMMAR KNOWLEDGE: USE KNOWLEDGE OF WORDS AND WORD GROUPS

L.6 Develop higher order concepts in academic texts through language features that compact and generalise ideas.

BHP Unit	1	2	3	4	5	6	7	8	9	10
		√		√	√		√	√	√	√

GRAMMAR KNOWLEDGE: EXPRESS OPINION AND POINT OF VIEW

L.6 Use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments.

BHP Unit	1	2	3	4	5	6	7	8	9	10
		√			√	√	√	√	√	√



WORD KNOWLEDGE: UNDERSTAND LEARNING AREA VOCABULARY

L.6	Use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√		√	√	√		√	√

WORD KNOWLEDGE: USE SPELLING KNOWLEDGE

L.6	Use knowledge of a wide range of English spelling conventions to spell unusual and technical words correctly and to deduce the meanings of unfamiliar words and spell unknown words.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

VISUAL KNOWLEDGE: UNDERSTAND HOW VISUAL ELEMENTS CREATE MEANING

L.6	Evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√								

NUMERACY**ESTIMATING AND CALCULATING WITH WHOLE NUMBERS: UNDERSTAND AND USE NUMBERS IN CONTEXT**

L.6	Use different ways to represent very large and very small numbers including scientific notation.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√		√	√	√					√

ESTIMATING AND CALCULATING WITH WHOLE NUMBERS: ESTIMATE AND CALCULATE

L.6	Solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√	√	√	√		√	√	√	√

ESTIMATING AND CALCULATING WITH WHOLE NUMBERS: USE MONEY

L.6	Evaluate financial plans to support specific financial goals.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
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RECOGNISING AND USING PATTERNS AND RELATIONSHIPS: RECOGNISE AND USE PATTERNS AND RELATIONSHIPS

L.6	Explain how the practical application of patterns can be used to identify trends.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√	√	√	√	√	√	√	√	√

USING FRACTIONS, DECIMALS, PERCENTAGES, RATIOS AND RATES: INTERPRET PROPORTIONAL REASONING

L.6	Illustrate and order relationships for fractions, decimals, percentages, ratios and rates.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
			√	√	√			√	√	

USING FRACTIONS, DECIMALS, PERCENTAGES, RATIOS AND RATES: APPLY PROPORTIONAL REASONING

L.6	Solve problems involving fractions, decimals, percentages, ratios and rates.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
			√	√	√			√	√	

USING SPATIAL REASONING: VISUALISE 2D SHAPES AND 3D OBJECTS

L.6	Visualise, describe and analyse the way shapes and objects are combined and positioned in the environment for different purposes.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√		√	√		√			

USING SPATIAL REASONING: INTERPRET MAPS AND DIAGRAMS

L.6	Create and interpret maps, models and diagrams using a range of mapping tools.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√		√	√	√	√	√	√	√

INTERPRETING STATISTICAL INFORMATION: INTERPRET DATA DISPLAYS

L.6	Evaluate media statistics and trends by linking claims to data displays, statistics and representative data.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
				√	√	√		√	√	√



INTERPRETING STATISTICAL INFORMATION: INTERPRET CHANCE EVENTS

L.6	Explain the likelihood of multiple events occurring together by giving examples of situations when they might happen.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
			√	√	√		√	√	√	√

USING MEASUREMENT: ESTIMATE AND MEASURE WITH METRIC UNITS

L.6	Solve complex problems involving surface area and volume of prisms and cylinders and composite solids.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
				√						

USING MEASUREMENT: OPERATE WITH CLOCKS, CALENDARS AND TIMETABLES

L.6	Use 12- and 24-hour systems within a multiple time zone to solve time problems, use large and small timescales in complex contexts and place historical and scientific events on an extended time scale.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√	√	√	√	√	√	√	√	√

INFORMATION & COMMUNICATION TECHNOLOGY (ICT) CAPABILITY**APPLYING SOCIAL & ETHICAL PROTOCOLS & PRACTICES WHEN USING ICT: RECOGNISE INTELLECTUAL PROPERTY**

L.6	Identify and describe ethical dilemmas and consciously apply practices that protect intellectual property.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

APPLYING SOCIAL & ETHICAL PROTOCOLS & PRACTICES WHEN USING ICT: APPLY DIGITAL INFORMATION SECURITY PRACTICES

L.6	Use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√	√	√	√	√	√	√	√	√



APPLYING SOCIAL & ETHICAL PROTOCOLS & PRACTICES WHEN USING ICT: APPLY PERSONAL SECURITY PROTOCOLS

L.6	Independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√	√	√	√	√	√	√	√	√

APPLYING SOCIAL & ETHICAL PROTOCOLS & PRACTICES WHEN USING ICT: IDENTIFY THE IMPACTS OF ICT IN SOCIETY

L.6	Assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
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INVESTIGATING WITH ICT: DEFINE AND PLAN INFORMATION SEARCHES

L.6	Select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

INVESTIGATING WITH ICT: LOCATE, GENERATE AND ACCESS DATA AND INFORMATION

L.6	Use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

INVESTIGATING WITH ICT: SELECT AND EVALUATE DATA AND INFORMATION

L.6	Develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

CREATING WITH ICT: GENERATE IDEAS, PLANS AND PROCESSES

L6	Select and use ICT to articulate ideas and concepts, and plan the development of complex solutions.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
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CREATING WITH ICT: GENERATE SOLUTIONS TO CHALLENGES AND LEARNING AREA TASKS

L.6	Design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
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COMMUNICATING WITH ICT: COLLABORATE, SHARE AND EXCHANGE

L.6	Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
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COMMUNICATING WITH ICT: UNDERSTAND COMPUTER MEDIATED COMMUNICATIONS

L.6	Understand that computer mediated communications have advantages and disadvantages in supporting active participation in a community of practice and the management of collaboration on digital materials.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√				√	√

MANAGING AND OPERATING ICT: SELECT AND USE HARDWARE AND SOFTWARE

L.6	Justify the selection of, and optimise the operation of, a selected range of devices and software functions to complete specific tasks, for different purposes and in different social contexts									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

MANAGING AND OPERATING ICT: UNDERSTAND ICT SYSTEMS

L.6	Apply an understanding of networked ICT system components to make changes to functions, processes, procedures and devices to fit the purpose of the solutions.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√		√					√	

MANAGING AND OPERATING ICT: MANAGING DIGITAL DATA

L.6	Manage and maintain data securely in a variety of storage mediums and formats.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√



CRITICAL AND CREATIVE THINKING**INQUIRING: POSE QUESTIONS**

L.6	Pose questions to critically analyse complex issues and abstract ideas.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√		√	√	√	√	√	√	√

INQUIRING: IDENTIFY AND CLARIFY INFORMATION AND IDEAS

L.6	Clarify complex information and ideas drawn from a range of sources.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

INQUIRING: ORGANISE AND PROCESS INFORMATION

L.6	Critically analyse independently sourced information to determine bias and reliability.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√		√	√	√	√	√	√	√

GENERATING IDEAS, POSSIBILITIES AND ACTIONS: IMAGINE POSSIBILITIES AND CONNECT IDEAS

L.6	Create and connect complex ideas using imagery, analogies and symbolism.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

GENERATING IDEAS, POSSIBILITIES AND ACTIONS: CONSIDER ALTERNATIVES

L.6	Speculate on creative options to modify ideas when circumstances change.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√		√	√		√	√	√	√

GENERATING IDEAS, POSSIBILITIES AND ACTIONS: SEEK SOLUTIONS AND PUT IDEAS INTO ACTION

L.6	Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
			√	√	√	√	√	√	√	√



REFLECTING ON THINKING AND PROCESSES: THINK ABOUT THINKING (METACOGNITION)										
L.6	Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√			√		√	√	√	√
REFLECTING ON THINKING AND PROCESSES: REFLECT ON PROCESSES										
L.6	Balance rational and irrational components of a complex or ambiguous problem to evaluate evidence.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√		√	√	√	√	√	√	√
REFLECTING ON THINKING AND PROCESSES: TRANSFER KNOWLEDGE INTO NEW CONTEXTS										
L.6	Identify, plan and justify transference of knowledge to new contexts.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√
ANALYSING, SYNTHESISING AND EVALUATING REASONING AND PROCEDURES: APPLY LOGIC AND REASONING										
L.6	Analyse reasoning used in finding and applying solutions, and in choice of resources.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√	√	√	√		√	√	√	√
ANALYSING, SYNTHESISING AND EVALUATING REASONING AND PROCEDURES: DRAW CONCLUSIONS AND DESIGN A COURSE OF ACTION										
L.6	Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√		√		√	√	√	√	√
ANALYSING, SYNTHESISING AND EVALUATING REASONING AND PROCEDURES: EVALUATE PROCEDURES AND OUTCOMES										
L.6	Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√	√	√	√		√	√	√	√



PERSONAL AND SOCIAL CAPABILITY**SELF-AWARENESS: RECOGNISE EMOTIONS**

L.6	Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
										√

SELF-AWARENESS: RECOGNISE PERSONAL QUALITIES AND ACHIEVEMENTS

L.6	Assess their strengths and challenges and devise personally appropriate strategies to achieve future success.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

SELF-AWARENESS: UNDERSTAND THEMSELVES AS LEARNERS

L.6	Evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

SELF-AWARENESS: DEVELOP REFLECTIVE PRACTICE

L.6	Reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

SELF-MANAGEMENT: EXPRESS EMOTIONS APPROPRIATELY

L.6	Consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√			√	√	√		√	√

SELF-MANAGEMENT: DEVELOP SELF-DISCIPLINE AND SET GOALS

L.6	Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts.									
BHP Unit	1	2	3	4	5	6	7	8	9	10



SELF-MANAGEMENT: WORK INDEPENDENTLY AND SHOW INITIATIVE

L.6	Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

SELF-MANAGEMENT: BECOME CONFIDENT, RESILIENT AND ADAPTABLE

L.6	Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

SOCIAL AWARENESS: APPRECIATE DIVERSE PERSPECTIVES

L.6	Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√				√			√	√	√

SOCIAL AWARENESS: CONTRIBUTE TO CIVIL SOCIETY

L.6	Plan, implement and evaluate ways of contributing to civil society at local, national, regional and global levels.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
								√	√	√

SOCIAL AWARENESS: UNDERSTAND RELATIONSHIPS

L.6	Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships.									
BHP Unit	1	2	3	4	5	6	7	8	9	10

SOCIAL MANAGEMENT: COMMUNICATE EFFECTIVELY

L.6	Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√



SOCIAL MANAGEMENT: WORK COLLABORATIVELY

L.6	Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√

SOCIAL MANAGEMENT: MAKE DECISIONS

L.6	Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√			√		√	√	√	√

SOCIAL MANAGEMENT: NEGOTIATE AND RESOLVE CONFLICT

L.6	Generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√			√		√	√	√	√

SOCIAL MANAGEMENT: DEVELOP LEADERSHIP SKILLS

L.6	Propose, implement and monitor strategies to address needs prioritized at local, national, regional and global levels, and communicate these widely.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
								√	√	√

ETHICAL UNDERSTANDING**UNDERSTANDING ETHICAL CONCEPTS AND ISSUES: RECOGNISE ETHICAL CONCEPTS**

L.6	Critique generalised statements about ethical concepts.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
					√	√			√	√

UNDERSTANDING ETHICAL CONCEPTS AND ISSUES: EXPLORE ETHICAL CONCEPTS IN CONTEXT

L.6	Distinguish between the ethical and non-ethical dimensions of complex issues.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√		√	√	√	√		√	√



REASONING IN DECISION MAKING AND ACTIONS: REASON AND MAKE ETHICAL DECISIONS

L.6	Investigate reasons for clashes of beliefs in issues of personal, social and global importance.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√			√	√		√	√	√

REASONING IN DECISION MAKING AND ACTIONS: CONSIDER CONSEQUENCES

L.6	Analyse the objectivity or subjectivity behind decision making where there are many possible consequences.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√			√	√			√	√

REASONING IN DECISION MAKING AND ACTIONS: REFLECT ON ETHICAL ACTION

L.6	Evaluate diverse perceptions and ethical bases of action in complex contexts.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
					√	√			√	√

EXPLORING VALUES, RIGHTS AND RESPONSIBILITIES: EXAMINE VALUES

L.6	Analyse and explain the interplay of values in national and international forums and policy making.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
									√	√

EXPLORING VALUES, RIGHTS AND RESPONSIBILITIES: EXPLORE RIGHTS AND RESPONSIBILITIES

L.6	Evaluate the merits of conflicting rights and responsibilities in global contexts.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
								√	√	√

EXPLORING VALUES, RIGHTS AND RESPONSIBILITIES: CONSIDER POINTS OF VIEW

L.6	Use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
						√	√		√	√



INTERCULTURAL UNDERSTANDING**RECOGNISING CULTURE AND DEVELOPING RESPECT: INVESTIGATE CULTURE AND CULTURAL IDENTITY**

L.6	Analyse how membership of local, regional, national and international groups shapes identities including their own.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
								√	√	√

RECOGNISING CULTURE AND DEVELOPING RESPECT: EXPLORE AND COMPARE CULTURAL KNOWLEDGE, BELIEFS AND PRACTICES

L.6	Critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√		√	√	√	√	√	√	√

RECOGNISING CULTURE AND DEVELOPING RESPECT: DEVELOP RESPECT FOR CULTURAL DIVERSITY

L.6	Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√			√				√	√	√

INTERACTING AND EMPATHISING WITH OTHERS: COMMUNICATE ACROSS CULTURES

L.6	Analyse the complex relationship between language, thought and context to understand and enhance communication.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
						√		√	√	√

INTERACTING AND EMPATHISING WITH OTHERS: CONSIDER AND DEVELOP MULTIPLE PERSPECTIVES

L.6	Present a balanced view on issues where conflicting views cannot easily be resolved.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√				√	√			√	√

INTERACTING AND EMPATHISING WITH OTHERS: EMPATHISE WITH OTHERS

L.6	Recognise the effect that empathising with others has on their own feelings, motivations and actions.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√				√		√		√	



REFLECTING ON INTERCULTURAL EXPERIENCES AND TAKING RESPONSIBILITY: REFLECT ON INTERCULTURAL EXPERIENCES

L.6	Reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√				√				√	√

REFLECTING ON INTERCULTURAL EXPERIENCES AND TAKING RESPONSIBILITY: CHALLENGE STEREOTYPES AND PREJUDICES

L.6	Critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
								√	√	√

REFLECTING ON INTERCULTURAL EXPERIENCES AND TAKING RESPONSIBILITY: MEDIATE CULTURAL DIFFERENCE

L.6	Recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
								√	√	



BIG HISTORY PROJECT

CROSS-CURRICULUM PRIORITIES

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES										
COUNTRY/PLACE										
O1.1	Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√									
O1.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
O1.3	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√								
CULTURE										
O1.4	Aboriginal and Torres Strait Islander societies have many Language Groups.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√									
O1.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√								



O1.6	Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.									
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BHP Unit	1	2	3	4	5	6	7	8	9	10
	√					√		√		

PEOPLE

O1.7	The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.									
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BHP Unit	1	2	3	4	5	6	7	8	9	10

O1.8	Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.									
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BHP Unit	1	2	3	4	5	6	7	8	9	10
	√							√		

O1.9	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.									
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BHP Unit	1	2	3	4	5	6	7	8	9	10

ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

ASIA AND ITS DIVERSITY

O1.1	The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.									
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BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√						√		

O1.2	Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.									
------	---	--	--	--	--	--	--	--	--	--

BHP Unit	1	2	3	4	5	6	7	8	9	10
									√	

ACHIEVEMENTS AND CONTRIBUTIONS OF THE PEOPLES OF ASIA

O1.3	The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour.									
------	---	--	--	--	--	--	--	--	--	--

BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√	√				√		√	



O1.4	The art and literature of Asia influence aesthetic and creative pursuits within Australia, the region and globally.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√									
ASIA-AUSTRALIA ENGAGEMENT										
O1.5	Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
									√	
O1.6	Australia is part of the Asia region and our histories from ancient times to the present are linked.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
	√	√				√	√	√	√	
O1.7	Australians play a significant role in social, cultural, political and economic developments in the Asia region.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
O1.8	Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.									
BHP Unit	1	2	3	4	5	6	7	8	9	10

SUSTAINABILITY**SYSTEMS**

O1.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
				√	√	√	√	√		√
O1.2	All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
					√	√	√		√	√



O1.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
					√	√	√	√		√
WORLD VIEWS										
O1.4	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
					√	√	√		√	√
O1.5	World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√					√		√	√
FUTURES										
O1.6	The sustainability of ecological, social, and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
					√	√			√	√
O1.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
				√	√	√			√	√
O1.8	Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
		√			√	√			√	√
O1.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.									
BHP Unit	1	2	3	4	5	6	7	8	9	10
					√				√	√



UNIT 1

WHAT IS BIG HISTORY?

STRAND	ELABORATION
SCIENCE	
YEAR 9	
Science Understanding	N/A
Science as Human Endeavour	
Nature & Development of science	
<ul style="list-style-type: none"> • ACSHE157 / Scientific Understanding, including models and theories are contestable and are refined over time through a process of review by the scientific community 	
Use and influence of science	
<ul style="list-style-type: none"> • ACSHE228 / The values and needs of contemporary society can influence the focus of scientific research 	
Science Inquiry Skills	
Questioning & predicting	
<ul style="list-style-type: none"> • ACSIS164 / Formulate questions or hypotheses that can be investigated scientifically 	<ul style="list-style-type: none"> • Using the internet to identify problems that can be investigated • Evaluating information from secondary sources as part of the research process • Revising and refining research questions to target specific information and data collection or finding a solution to the specific problem identified • Developing ideas from students own or others' investigations and experiences to investigate further
Processing and analysing data and information	
<ul style="list-style-type: none"> • ACSIS170 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence 	<ul style="list-style-type: none"> • Comparing conclusions with earlier predictions and reviewing scientific understanding where appropriate • Suggesting more than one possible explanation of the data presented



Evaluating	
<ul style="list-style-type: none"> • AC SIS171 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data 	<ul style="list-style-type: none"> • Identifying gaps or weaknesses in conclusions (their own or others) • Identifying alternative explanations that are also consistent with the evidence
Communicating	
<ul style="list-style-type: none"> • AC SIS174 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using scientific language, conventions and representations 	<ul style="list-style-type: none"> • Presenting results and data using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions • Using secondary sources as well as students own findings to help explain a scientific concept • Using the internet to facilitate collaboration in joint projects and discussions
YEAR 10	
Science Understanding	N/A
Science as Human Endeavour	
Use and influence of Science	
<ul style="list-style-type: none"> • AC SHE194 / Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities 	<ul style="list-style-type: none"> • Recognising that the study of the universe and the exploration of space involves teams of specialists from the different branches of science, engineering and technology
Science Inquiry Skills	
Questioning and predicting	
<ul style="list-style-type: none"> • AC SIS198 / Formulate questions or hypotheses that can be investigated scientifically 	<ul style="list-style-type: none"> • Developing hypotheses based on well-developed models and theories • Using internet research to identify problems that can be investigated • Formulating questions that can be investigated within the scope of the classroom or field with available resources • Developing ideas from students own or others' investigations and experiences to investigate further • Evaluating information from secondary sources as part of the research process
Planning and conducting	
<ul style="list-style-type: none"> • AC SIS199 / Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods 	<ul style="list-style-type: none"> • Using modelling and simulations, including using digital technology, to investigate situations and events



Processing and analysing data and information	
<ul style="list-style-type: none"> • AC SIS204 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence 	<ul style="list-style-type: none"> • Constructing a scientific argument showing how their evidence supports their claim
Evaluating	
<ul style="list-style-type: none"> • AC SIS205 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data 	<ul style="list-style-type: none"> • Evaluating the strength of a conclusion that can be inferred from a particular data set • Identifying alternative explanations that are also consistent with the evidence
Communicating	
<ul style="list-style-type: none"> • AC SIS208 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using scientific language, conventions and representations 	<ul style="list-style-type: none"> • Using the internet to facilitate collaboration in joint projects and discussions • Constructing evidence based arguments and engaging in debate about scientific ideas • Presenting results and ideas using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions

ENGLISH

YEAR 9

Language	N/A
Literature	
Responding to literature	
<ul style="list-style-type: none"> • AC ELT1635 / Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts. 	<ul style="list-style-type: none"> • Establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts.
Examining literature	
<ul style="list-style-type: none"> • AC ELT1636 / Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style 	<ul style="list-style-type: none"> • Examining how different authors make use of devices like myth, icons and imagery and evaluating the effect of these choices on audiences
Literacy	
Interacting with others	
<ul style="list-style-type: none"> • AC ELY1740 / Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways 	<ul style="list-style-type: none"> • comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations • identifying and commenting on omissions of information in different texts • exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives



Interpreting, analyzing, evaluating

<ul style="list-style-type: none"> • ACELY1742 / Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time • constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples
<ul style="list-style-type: none"> • ACELY1745 / Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts 	<ul style="list-style-type: none"> • identifying or commenting on the author's approaches and use of techniques, design, form and style

YEAR 10

Language

N/A

Literature

Literature and context

<ul style="list-style-type: none"> • ACELT1639 / Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts 	<ul style="list-style-type: none"> • investigating and analysing the ways cultural stories may be retold and adapted across a range of contexts such as the 'Cinderella' story and the 'anti-hero' • exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students own
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Responding to literature

<ul style="list-style-type: none"> • ACELT1640 / Reflect on, extend, endorse or refute others' interpretations of and responses to literature 	<ul style="list-style-type: none"> • determining, through debate, whether a text possesses universal qualities and remains relevant • presenting arguments based on close textual analysis to support an interpretation of a text, for example writing an essay • reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background
<ul style="list-style-type: none"> • ACELT1812 / Evaluate the social, moral and ethical positions represented in texts 	<ul style="list-style-type: none"> • identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue



Literacy**Text in context**

- | | |
|--|---|
| <ul style="list-style-type: none"> • ACELY1749 / Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices | <ul style="list-style-type: none"> • considering ethical positions across more than one culture as represented in text and consider the similarities and differences • questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations |
|--|---|

Interpreting, analyzing, evaluating

- | | |
|---|--|
| <ul style="list-style-type: none"> • ACELY1754 / Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence | |
|---|--|

HISTORY**YEAR 9****Historical Knowledge and Understanding**

N/A

Historical Skills**Chronology, terms & concepts**

- | | |
|--|---|
| <ul style="list-style-type: none"> • ACHHS164 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places | <ul style="list-style-type: none"> • representing the relationship between events in different times and places using interactive timeline • placing key events in sequence |
|--|---|

Historical questions and research

- | | |
|--|---|
| <ul style="list-style-type: none"> • ACHHS166 / Identify and select different kinds of questions about the past to inform historical inquiry | <ul style="list-style-type: none"> • developing questions about aspects of the past that require historical argument |
| <ul style="list-style-type: none"> • ACHHS167 / Evaluate and enhance these questions | |

Analysis and use of sources

- | | |
|--|--|
| <ul style="list-style-type: none"> • ACHHS170 / Process and synthesise information from a range of sources for use as evidence in an historical argument | |
|--|--|

Perspectives and interpretations

- | | |
|---|--|
| <ul style="list-style-type: none"> • ACHHS172 / Identify and analyse the perspectives of people from the past | <ul style="list-style-type: none"> • investigating the role of human agency in historical events and developments |
|---|--|



<ul style="list-style-type: none"> • ACHHS173 / Identify and analyse different historical interpretations (including their own) 	<ul style="list-style-type: none"> • recognising that historical interpretations may be provisional
Explanation and communication	
<ul style="list-style-type: none"> • ACHHS174 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced 	<ul style="list-style-type: none"> • developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available
<ul style="list-style-type: none"> • ACHHS175 / Select and use a range of communication forms (oral, graphic, written) and digital technologies 	<ul style="list-style-type: none"> • using online conferencing and other forms of ICT to discuss historical questions and issues

YEAR 10	
Historical Knowledge and Understanding	N/A
Historical Skills	
Chronology, terms and concepts	
<ul style="list-style-type: none"> • ACHHS182 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places 	<ul style="list-style-type: none"> • using interactive timelines to explore the various manifestations or effects of an event in different geographical locations
Historical questions and research	
<ul style="list-style-type: none"> • ACHHS184 / Identify and select different kinds of questions about the past to inform historical inquiry 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available
<ul style="list-style-type: none"> • ACHHS185 / Evaluate and enhance these questions 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available • developing questions about aspects of the past that require historical argument • identifying, planning and investigating (individually and as part of a team) specific historical questions or issues
<ul style="list-style-type: none"> • ACHHS186 / identify and locate relevant sources, using ICT and other methods 	<ul style="list-style-type: none"> • recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources
<ul style="list-style-type: none"> • ACHHS184 / Identify and select different kinds of questions about the past to inform historical inquiry 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available • developing questions about aspects of the past that require historical argument • identifying, planning and investigating (individually and as part of a team) specific historical questions or issues



Analysis and use of sources

• ACHHS187 / Identify the origin, purpose and context of primary and secondary sources	
• ACHHS188 / Process and synthesise information from a range of sources for use as evidence in an historical argument	
• ACHHS189 / Evaluate the reliability and usefulness of primary and secondary sources	• understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided and therefore of use in revealing past prevailing attitudes)

Perspectives and interpretations

• ACHHS190 / Identify and analyse perspectives of people from the past	
• ACHHS191 / Identify and analyse different historical interpretations (including their own)	

Explanation and communication

• ACHHS192 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced.	• developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available
• ACHHS193 / Select and use a range of communication forms (oral, graphic, written) and digital technologies.	



UNIT 2

THE BIG BANG

STRAND	ELABORATION
SCIENCE	
YEAR 9	
Science Understanding	
Chemical Sciences	
<ul style="list-style-type: none"> • ACSSU177 / All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms 	<ul style="list-style-type: none"> • Describing and modelling the structure of atoms in terms of the nucleus, protons, neutrons and electrons • Comparing the mass and charge of protons, neutrons and electrons
Physical sciences	
<ul style="list-style-type: none"> • ACSSU182 / Energy transfer through different mediums can be explained using wave and particle models 	<ul style="list-style-type: none"> • Exploring how and why the movement of energy varies according to the medium through which it is transferred • Exploring the properties of waves, and situations where energy is transferred in the form of waves, such as sound and light
Science as Human Endeavour	
Nature & Development of science	
<ul style="list-style-type: none"> • ACSHE157 / Scientific Understanding, including models and theories are contestable and are refined over time through a process of review by the scientific community 	
Use and influence of science	
<ul style="list-style-type: none"> • ACSHE228 / The values and needs of contemporary society can influence the focus of scientific research 	



Science Inquiry Skills

Questioning & predicting

- | | |
|--|--|
| <ul style="list-style-type: none"> • AC SIS164 / Formulate questions or hypotheses that can be investigated scientifically | <ul style="list-style-type: none"> • Using the internet to identify problems that can be investigated • Evaluating information from secondary sources as part of the research process • Revising and refining research questions to target specific information and data collection or finding a solution to the specific problem identified • Developing ideas from students own or others' investigations and experiences to investigate further |
|--|--|

Planning & conducting

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|--|---|
| <ul style="list-style-type: none"> • AC SIS165 / Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods | <ul style="list-style-type: none"> • Using modelling and simulations, including using digital technology to investigate situations and events • Combining research using primary and secondary sources with students own experimental investigation |
| <ul style="list-style-type: none"> • AC SIS169 / Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data | <ul style="list-style-type: none"> • Applying specific skills for the use of scientific instruments |

Processing and analysing data and information

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|---|--|
| <ul style="list-style-type: none"> • AC SIS170 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence | <ul style="list-style-type: none"> • Comparing conclusions with earlier predictions and reviewing scientific understanding where appropriate • Suggesting more than one possible explanation of the data presented |
|---|--|

Evaluating

- | | |
|--|--|
| <ul style="list-style-type: none"> • AC SIS171 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data | <ul style="list-style-type: none"> • Identifying gaps or weaknesses in conclusions (their own or others) • Identifying alternative explanations that are also consistent with the evidence |
| <ul style="list-style-type: none"> • AC SIS172 / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems | <ul style="list-style-type: none"> • Discussing what is meant by 'validity' and how we can evaluate the validity of information in secondary sources • Researching the methods used by scientists in studies reported in the media • Describing how scientific arguments are used to make decisions regarding personal and community issues |



Communicating

- | | |
|--|---|
| <ul style="list-style-type: none"> • AC SIS174 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using scientific language, conventions and representations | <ul style="list-style-type: none"> • Presenting results and data using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions • Using secondary sources as well as students own findings to help explain a scientific concept • Using the internet to facilitate collaboration in joint projects and discussions |
|--|---|

YEAR 10

Science Understanding

N/A

Earth and space sciences

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|--|--|
| <ul style="list-style-type: none"> • ACSSU188 / The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe | <ul style="list-style-type: none"> • Identifying the evidence supporting the Big Bang theory, such as Edwin Hubble's observations and the detection of microwave radiation • Recognising that the age of the universe can be derived using knowledge of the Big Bang theory • Describing how the evolution of the universe, including the formation of galaxies and stars, has continued since the Big Bang |
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Physical sciences

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| <ul style="list-style-type: none"> • ASCCU229 / The motion of objects can be described and predicted using the laws of physics | <ul style="list-style-type: none"> • Using Newton's Second Law to predict how a force affects the movement of an object • Recognising and applying Newton's Third Law to describe the effect of interactions between two objects |
|--|--|

Science as Human Endeavour

Use and influence of Science

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| <ul style="list-style-type: none"> • ACSHE194 / People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions | <ul style="list-style-type: none"> • Describing how science is used in the media to explain a natural event or justify peoples actions • Using knowledge of science to text claims made in advertising |
| <ul style="list-style-type: none"> • ACSHE195 / Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities | <ul style="list-style-type: none"> • Recognising that the study of the universe and the exploration of space involves teams of specialists from the different branches of science, engineering and technology • Considering how the computing requirements in many areas of modern science depend on people working in the area of information technology |



Science Inquiry Skills

Questioning and predicting

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| <ul style="list-style-type: none"> • AC SIS198 / Formulate questions or hypotheses that can be investigated scientifically | <ul style="list-style-type: none"> • Developing hypotheses based on well-developed models and theories • Using internet research to identify problems that can be investigated • Formulating questions that can be investigated within the scope of the classroom or field with available resources • Developing ideas from students own or others' investigations and experiences to investigate further • Evaluating information from secondary sources as part of the research process |
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Planning and conducting

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| <ul style="list-style-type: none"> • AC SIS199 / Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods | <ul style="list-style-type: none"> • Combining research using primary and secondary sources with a student's own experimental investigation • Using modelling and simulations, including using digital technology, to investigate situations and events |
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Processing and analysing data and information

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| <ul style="list-style-type: none"> • AC SIS204 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence | <ul style="list-style-type: none"> • Using primary or secondary scientific evidence to support or refute a conclusion • Constructing a scientific argument showing how their evidence supports their claim |
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Evaluating

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| <ul style="list-style-type: none"> • AC SIS205 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data | <ul style="list-style-type: none"> • Evaluating the strength of a conclusion that can be inferred from a particular data set • Identifying alternative explanations that are also consistent with the evidence |
| <ul style="list-style-type: none"> • AC SIS206 / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems | <ul style="list-style-type: none"> • Researching the methods used by scientists in studies reported in the media • Describing how scientific arguments, as well as ethical, economic and social arguments, are used to make decisions regarding personal and community issues |



Communicating

• **AC SIS208** / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using scientific language, conventions and representations

- Using the internet to facilitate collaboration in joint projects and discussions
- Constructing evidence based arguments and engaging in debate about scientific ideas
- Presenting results and ideas using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions

ENGLISH

YEAR 9

Language

Expressing and Developing Ideas

• **AC ELA1559** / Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text

- exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations

Literature

Literature and Context

• **AC ELT1771** / Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text

- interrogating and making judgments about a text, comparing others' ideas against the student's own and reaching an independent decision or shared consensus about the interpretations and ideas expressed

Responding to literature

• **AC ELT1635** / Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts.

- Establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts.

Examining literature

• **AC ELT1636** / Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style

- Examining how different authors make use of devices like myth, icons and imagery and evaluating the effect of these choices on audiences

Literacy

Interacting with others



<ul style="list-style-type: none"> • ACELY1739 / Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts 	<ul style="list-style-type: none"> • comparing perspectives represented in texts from different times and places, including texts drawn from popular culture • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations
<ul style="list-style-type: none"> • ACELY1740 / Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways 	<ul style="list-style-type: none"> • comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations • identifying and commenting on omissions of information in different texts • exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives
<p>Interpreting, analyzing, evaluating</p>	
<ul style="list-style-type: none"> • ACELY1742 / Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time • constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples
<ul style="list-style-type: none"> • ACELY1743 / Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension 	
<ul style="list-style-type: none"> • ACELY1744 / Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time
<ul style="list-style-type: none"> • ACELY1745 / Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts 	<ul style="list-style-type: none"> • identifying or commenting on the author's approaches and use of techniques, design, form and style
<p>Creating texts</p>	
<ul style="list-style-type: none"> • ACELY1746 / Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features 	<ul style="list-style-type: none"> • presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues • creating informative and argumentative texts with explanations, details and evidence



YEAR 10

Language

Expressing and developing ideas

- **ACELA1573** / Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots

Elaborations

Literature

Literature and Context

- **ACELT1639** / Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts

- investigating and analysing the ways cultural stories may be retold and adapted across a range of contexts such as the 'Cinderella' story and the 'anti-hero'
- exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students own

Responding to Literature

- **ACELT1812** / Evaluate the social, moral and ethical positions represented in texts

- identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue

Creating Literature

- **ACELY1815** / Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience

- creating a range of students own spoken, written or multimodal texts, experimenting with and manipulating language devices for particular audiences, purposes and contexts

Literacy

Texts in Context

- **ACELY1749** / Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices

- considering ethical positions across more than one culture as represented in text and consider the similarities and differences
- questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations



Interacting with others

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| <ul style="list-style-type: none"> • ACELY1813 / Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences | <ul style="list-style-type: none"> • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, activating prior knowledge to assess the credibility of a speaker's assertions, and summarising alternative views on an issue |
| <ul style="list-style-type: none"> • ACELY1751 / Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action | <ul style="list-style-type: none"> • using assumptions about listeners, viewers and readers to try to position them to accept a particular point of view |

Interpreting, analysing, evaluating

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| <ul style="list-style-type: none"> • ACELY1754 / Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence | |
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Creating Texts

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| <ul style="list-style-type: none"> • ACELY1756 / Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues | <ul style="list-style-type: none"> • presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument • creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied |
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HISTORY

YEAR 9

Skills

Chronology, terms and concepts

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| <ul style="list-style-type: none"> • ACHHS164 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places | <ul style="list-style-type: none"> • representing the relationship between events in different times and places using interactive timelines • placing key events in sequence |
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Historical questions and research

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| <ul style="list-style-type: none"> • ACHHS166 / Identify and select different kinds of questions about the past to inform historical inquiry | <ul style="list-style-type: none"> • developing questions about aspects of the past that require historical argument |
| <ul style="list-style-type: none"> • ACHHS167 / Evaluate and enhance these questions | |



Analysis and use of sources

• **ACHHS187** / Identify the origin, purpose and context of primary and secondary sources

• **ACHHS188** / Process and synthesise information from a range of sources for use as evidence in an historical argument

Perspectives and Interpretations

• **ACHHS190** / Identify and analyse perspectives of people from the past

• **ACHHS191** / Identify and analyse different historical interpretations (including their own)

Explanation and Communication

• **ACHHS192** / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced.

• developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available

• **ACHHS193** / Select and use a range of communication forms (oral, graphic, written) and digital technologies.

Explanation and communication

• **ACHHS174** / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced

• developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available

• **ACHHS175** / Select and use a range of communication forms (oral, graphic, written) and digital technologies

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

YEAR 10

Skills

Chronology, terms and concepts

• **ACHHS182** / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places

• using interactive timelines to explore the various manifestations or effects of an event in different geographical locations



Historical questions and research	
<ul style="list-style-type: none"> • ACHHS184 / Identify and select different kinds of questions about the past to inform historical inquiry 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available • developing questions about aspects of the past that require historical argument • identifying, planning and investigating (individually and as part of a team) specific historical questions or issues
Analysis and use of sources	
<ul style="list-style-type: none"> • ACHHS187 / Identify the origin, purpose and context of primary and secondary sources 	
<ul style="list-style-type: none"> • ACHHS188 / Process and synthesise information from a range of sources for use as evidence in an historical argument 	
Perspectives and Interpretations	
<ul style="list-style-type: none"> • ACHHS190 / Identify and analyse perspectives of people from the past 	
<ul style="list-style-type: none"> • ACHHS191 / Identify and analyse different historical interpretations (including their own) 	
Explanation and Communication	
<ul style="list-style-type: none"> • ACHHS192 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced. 	<ul style="list-style-type: none"> • developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available
<ul style="list-style-type: none"> • ACHHS193 / Select and use a range of communication forms (oral, graphic, written) and digital technologies. 	



UNIT 3

STARS & ELEMENTS

STRAND	ELABORATION
SCIENCE	
YEAR 9	
Science Understanding	
Chemical Sciences	
<ul style="list-style-type: none"> • ACSSU177 / All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms 	<ul style="list-style-type: none"> • Describing and modeling the structure of atoms in terms of the nucleus, protons, neutrons and electrons • Comparing the mass and charge of protons, neutrons and electrons
<ul style="list-style-type: none"> • ACSSU178 / Chemical reactions involve rearranging atoms to form new substances, during a chemical reaction mass is not created or destroyed 	<ul style="list-style-type: none"> • Modeling chemical reactions in terms of rearrangement of atoms • Considering the role of energy in chemical reactions
Physical sciences	
<ul style="list-style-type: none"> • ACSSU182 / Energy transfer through different mediums can be explained using wave and particle models 	<ul style="list-style-type: none"> • Exploring how and why the movement of energy varies according to the medium through which it is transferred • Discussing the wave and particle models and how they are useful for understanding aspects of phenomena • Exploring the properties of waves, and situations where energy is transferred in the form of waves, such as sound and light
Science as Human Endeavour	
Nature & Development of science	
<ul style="list-style-type: none"> • ACSHE157 / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community 	<ul style="list-style-type: none"> • Investigating historical models of the structure of the atom • Investigating the work of scientists such as Rutherford, Pierre and Marie Curie on radioactivity and subatomic particles



Use and influence of science

- **ACSHE160** / People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions
- Using knowledge of science to test claims made in advertising or expressed in the media

Science Inquiry Skills

Questioning & predicting

- **AC SIS164** / Formulate questions or hypotheses that can be investigated scientifically
- Using internet research to identify problems that can be investigated
- Evaluating information from secondary sources as part of the research process
- Revising and refining research questions to target specific information and data collection or finding a solution to the specific problem identified
- Developing ideas from students own or others' investigations to investigate further

Planning and conducting

- **AC SIS165** / Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these methods
- Using modelling and simulations, including using digital technology to investigate situations and events
- Combining research using primary and secondary sources with students own experimental investigation
- Considering how investigation methods and equipment may influence the reliability of collected data

Processing and analysing data and information

- **AC SIS170** / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
- Comparing conclusions with earlier predictions and reviewing scientific understanding where appropriate

Evaluating

- **AC SIS171** / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of data
- Identifying gaps or weaknesses in conclusions (their own or others)
- Identifying alternative explanations that are also consistent with the evidence
- **AC SIS172** / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems
- Discussing what is meant by 'validity' and how we can evaluate the validity of information in secondary sources



Communicating

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| <ul style="list-style-type: none"> • AC SIS174 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations | <ul style="list-style-type: none"> • Presenting results and ideas using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions • Using secondary sources as well as students' own findings to help explain a scientific concept • Using the internet to facilitate collaboration in joint projects and discussions |
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YEAR 10

Science Understanding

Chemical Sciences

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| <ul style="list-style-type: none"> • ACSSU186 / The atomic structure and properties of elements are used to organise them in the Periodic Table | <ul style="list-style-type: none"> • Recognising that elements in the same group of the periodic table have similar properties • Explaining how the electronic structure of an atom determines its position in the periodic table and its properties |
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Earth and space sciences

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| <ul style="list-style-type: none"> • ACSSU188 / The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe | <ul style="list-style-type: none"> • Identifying evidence supporting the Big Bang theory, such as Edwin Hubble's observations and the detection of microwave radiation • Recognising that the age of the universe can be derived using knowledge of the Big Bang theory • Describing how the evolution of the universe, including the formation of galaxies and stars, has continued since the Big Bang |
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Science as Human Endeavour

Nature and development of science

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| <ul style="list-style-type: none"> • ACSHE191 / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community | <ul style="list-style-type: none"> • Investigating the development of the periodic table and how this was dependant on experimental evidence at the time |
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Use and influence of Science

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| <ul style="list-style-type: none"> • ACSHE195 / Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities | <ul style="list-style-type: none"> • Recognising that the study of the universe and the exploration of space involves teams of specialists from the different branches of science, engineering and technology |
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Science Inquiry Skills

Questioning and predicting

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| <ul style="list-style-type: none"> • AC SIS198 / Formulate questions or hypotheses that can be investigated scientifically | <ul style="list-style-type: none"> • Developing hypotheses based on well-developed models and theories • Using internet research to identify problems that can be investigated • Formulating questions that can be investigated within the scope of the classroom or field with available resources • Developing ideas from students own or others' investigations and experiences to investigate further • Evaluating information from secondary sources as part of the research process |
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Planning and conducting

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| <ul style="list-style-type: none"> • AC SIS199 / Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these methods | <ul style="list-style-type: none"> • Using modelling and simulations, including using digital technology, to investigate situations and events |
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Processing and analysing data and information

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| <ul style="list-style-type: none"> • AC SIS204 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence | <ul style="list-style-type: none"> • Using primary and secondary scientific evidence to support or refute a conclusion • Constructing a scientific argument showing how their evidence supports their claim |
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Evaluating

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| <ul style="list-style-type: none"> • AC SIS205 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data | <ul style="list-style-type: none"> • Identifying alternative explanations that are also consistent with the evidence |
| <ul style="list-style-type: none"> • AC SIS206 / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems | <ul style="list-style-type: none"> • Researching the methods used by scientists in studies reported in the media |

Communicating

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| <ul style="list-style-type: none"> • AC SIS208 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations | <ul style="list-style-type: none"> • Using the internet to facilitate collaboration in joint projects and discussions • Constructing evidence based arguments and engaging in debate about scientific ideas • Presenting results and ideas using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions • Using a range of representations, including mathematical and symbolic forms to communicate science ideas |
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ENGLISH

YEAR 9

Language

Expressing and Developing Ideas

- **ACELA1559** / Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text

- **ACELA1560** / Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning

Elaborations

- exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations

Literature

Responding to literature

- **ACELT1635** / Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts

- **ACELT1636** / Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style

- establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts

Examining literature

- **ACELT1636** / Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style

Literacy

Texts in Context

- **ACELY1739** / Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts

- comparing perspectives represented in texts from different times and places
- identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts)
- analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations



Interacting with others

<ul style="list-style-type: none"> • ACELY1811 / Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects 	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue • choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs • selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action
<ul style="list-style-type: none"> • ACELY1741 / Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes 	

Interpreting, analyzing, evaluating

<ul style="list-style-type: none"> • ACELY1742 / Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time • constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples
<ul style="list-style-type: none"> • ACELY1743 / Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension 	
<ul style="list-style-type: none"> • ACELY1744 / Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time
<ul style="list-style-type: none"> • ACELY1745 / Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts 	<ul style="list-style-type: none"> • identifying or commenting on the author's approaches and use of techniques, design, form and style



Creating texts

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| <ul style="list-style-type: none"> • ACELY1746 / Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features | <ul style="list-style-type: none"> • presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such as the importance of maintaining balance in the biosphere • creating informative and argumentative texts with explanations, details and evidence • following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument |
| <ul style="list-style-type: none"> • ACELY1748 / Use a range of software, including word processing programs, flexibly and imaginatively to publish texts | <ul style="list-style-type: none"> • applying word processing functions, for example outlining, standard styles and indexing |

YEAR 10

Language

Expressing and developing ideas

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| <ul style="list-style-type: none"> • ACELA1571 / Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences | <ul style="list-style-type: none"> • creating texts that demand complex processes of responding, for example the inclusion of symbolism in advertising, foreshadowing in documentary and irony in humorous texts |
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Literature

Literature and context

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| <ul style="list-style-type: none"> • ACELT1639 / Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts | <ul style="list-style-type: none"> • imaginatively adapting texts from an earlier time or different social context for a new audience • exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students own |
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Literacy

Interacting with others

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| <ul style="list-style-type: none"> • ACELY1750 / Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage | <ul style="list-style-type: none"> • identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes • applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts • selecting subject matter and language to position readers to accept representations of people, events, ideas and information |
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<ul style="list-style-type: none"> • ACELY1813 / Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences 	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, activating prior knowledge to assess the credibility of a speaker's assertions, and summarising alternative views on an issue • choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language devices such as evaluative language, cause and effect, anecdotes and humour for particular effects • adapting voice effects, such as tone, volume, pitch, pauses and change of pace, for their specific effects such as putting forward a point of view or attempting to persuade an audience to a course of action
<ul style="list-style-type: none"> • ACELY1751 / Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action 	<ul style="list-style-type: none"> • using assumptions about listeners, viewers and readers to try to position them to accept a particular point of view

Creating Texts

<ul style="list-style-type: none"> • ACELY1756 / Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues 	<ul style="list-style-type: none"> • presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument • creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied • exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia
<ul style="list-style-type: none"> • ACELY1757 / Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects 	<ul style="list-style-type: none"> • reflecting on, critiquing and refining students own texts prior to publishing for an authentic audience, such as uploading a movie to a website, contributing to an anthology, writing texts appropriate for the workplace, or delivering a presentation



HISTORY

YEAR 9

Historical Knowledge and Understanding

Making a Better World?

Progressive ideas and movements (1750 – 1918)

- | | |
|---|---|
| <ul style="list-style-type: none"> • ACDSEH019 / 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 | <ul style="list-style-type: none"> • explaining why an idea emerged and the basis of that idea |
| <ul style="list-style-type: none"> • ACDSEH087 / 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 | |

Historical Skills

Chronology, terms & concepts

- | | |
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| <ul style="list-style-type: none"> • ACHHS164 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places | <ul style="list-style-type: none"> • representing the relationship between events in different times and places using interactive timelines • placing key events in sequence |
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Historical questions and research

- | | |
|--|---|
| <ul style="list-style-type: none"> • ACHHS166 / Identify and select different kinds of questions about the past to inform historical inquiry | <ul style="list-style-type: none"> • developing questions about aspects of the past that require historical argument |
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Analysis and use of sources

- | | |
|--|---|
| <ul style="list-style-type: none"> • ACHHS169 / Identify the origin, purpose and context of primary and secondary sources | <ul style="list-style-type: none"> • explaining the contextual significance of a source |
| <ul style="list-style-type: none"> • ACHHS170 / Process and synthesise information from a range of sources for use as evidence in an historical argument | <ul style="list-style-type: none"> • graphing historical data to identify past trends and to draw conclusions about their significance |
| <ul style="list-style-type: none"> • ACHHS171 / Evaluate the reliability and usefulness of primary and secondary sources | <ul style="list-style-type: none"> • understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided, however it may still be useful in revealing past prevailing attitudes) |

Perspectives and interpretations

- | | |
|---|--|
| <ul style="list-style-type: none"> • ACHHS173 / Identify and analyse different historical interpretations (including their own) | <ul style="list-style-type: none"> • recognising that historical interpretations may be provisional |
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Explanation and communication

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| <ul style="list-style-type: none"> • ACHHS174 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced | <ul style="list-style-type: none"> • developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available • ACHHS 175 Select and use a range of communication forms (oral, graphic, written) and digital technologies • using online conferencing and other forms of ICT to discuss historical questions and issues |
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YEAR 10

Historical Knowledge and Understanding

N/A

Historical Skills

Chronology, terms and concepts

- | | |
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| <ul style="list-style-type: none"> • ACHHS182 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places | <ul style="list-style-type: none"> • using interactive timelines to explore the various manifestations or effects of an event in different geographical locations |
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Historical questions and research

- | | |
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| <ul style="list-style-type: none"> • ACHHS184 / Identify and select different kinds of questions about the past to inform historical inquiry | <ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available • developing questions about aspects of the past that require historical argument • identifying, planning and investigating (individually and as part of a team) specific historical questions or issues |
| <ul style="list-style-type: none"> • ACHHS185 / Evaluate and enhance these questions | <ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available |
| <ul style="list-style-type: none"> • ACHHS186 / Identify and locate relevant sources, using ICT and other methods | <ul style="list-style-type: none"> • recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources |

Analysis and use of sources

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| <ul style="list-style-type: none"> • ACHHS188 / Process and synthesise information from a range of sources for use as evidence in an historical argument | <ul style="list-style-type: none"> • combining historical data from a range of sources |
| <ul style="list-style-type: none"> • ACHHS 189 / Evaluate the reliability and usefulness of primary and secondary sources | <ul style="list-style-type: none"> • understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided and therefore of use in revealing past prevailing attitudes) |



Perspectives and interpretations

- **ACHHS190** / Identify and analyse the perspectives of people from the past

Explanation and communication

- **ACHHS192** / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
- developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available
- **ACHHS193** / Select and use a range of communication forms (oral, graphic, written) and digital technologies



UNIT 4

OUR SOLAR SYSTEM & EARTH

STRAND	ELABORATION
SCIENCE	
YEAR 9	
Science Understanding	
Chemical Sciences	
<ul style="list-style-type: none"> • ACSSU178 / Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is created not destroyed 	<ul style="list-style-type: none"> • Modelling chemical reactions in terms of rearrangement of atoms • Considering the role of energy in chemical reactions
Earth and space sciences	
<ul style="list-style-type: none"> • ACSSU180 / The theory of plate tectonics explains global patterns of geological activity and continental movement 	<ul style="list-style-type: none"> • Recognizing the major plates on a world map • Modeling sea floor spreading • Relating the occurrence of earthquakes and volcanic activity to constructive and destructive plate boundaries • Considering the role of heat energy and convection currents in the movement of tectonic plates
Science as Human Endeavour	
Nature & Development of science	
<ul style="list-style-type: none"> • ACSHE157 / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community 	<ul style="list-style-type: none"> • Investigating how the theory of plate tectonics developed, based on evidence from sea-floor spreading and occurrence of earthquakes and volcanic activity
<ul style="list-style-type: none"> • ACSHE158 / Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries 	<ul style="list-style-type: none"> • Investigating technologies involved in the mapping of continental movement
Use and influence of science	
<ul style="list-style-type: none"> • ACSHE160 / people can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions 	<ul style="list-style-type: none"> • Using knowledge of science to test claims made in advertising or expressed in the media • Describing how science is used in the media to explain a natural event or justify actions



- **ACSHE228** / The values and needs of contemporary society can influence the focus of scientific research

- Investigating contemporary science issues related to living in a Pacific country located near plate boundaries, for example Japan, Indonesia, New Zealand

Science Inquiry Skills

Questioning & predicting

- **AC SIS164** / Formulate questions or hypotheses that can be investigated scientifically

- Using internet research to identify problems that can be investigated
- Evaluating information from secondary sources as part of the research process
- Revising and refining research questions to target specific information and data collection or finding a solution to the specific problem identified
- Developing ideas from students own or others' investigations and experiences to investigate further

Planning and conducting

- **AC SIS165** / Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods

- Using modelling and simulations, including using digital technology to investigate situations and events
- Combining research using primary and secondary sources with students own experimental investigation

Processing and analysing data and information

- **AC SIS170** / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence

- Comparing conclusions with earlier predictions and reviewing scientific understanding where appropriate
- Suggesting more than one possible explanation of the data presented

Evaluating

- **AC SIS171** / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data

- Identify gaps or weaknesses in conclusions (their own or those of others)
- Identifying alternative explanations that are also consistent with the evidence

- **AC SIS172** / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems

- Discussing what is meant by 'validity' and how we can evaluate the validity of information in secondary sources
- Researching the methods used by scientists in studies reported in the media



Communicating

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| <ul style="list-style-type: none"> • AC SIS174 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations | <ul style="list-style-type: none"> • Presenting results and ideas using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions • Using secondary sources as well as students own findings to help explain a scientific concept • Using the internet to facilitate collaboration in joint projects and discussions |
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YEAR 10

Science Understanding

Chemical sciences

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| <ul style="list-style-type: none"> • ACSSU187 / Different types of chemical reactions are used to produce a range of products and can occur at different rates | <ul style="list-style-type: none"> • Investigating how chemistry can be used to produce a range of useful substances such as fuels, metals and pharmaceuticals • Investigating the effect of a range of factors, such as temperature and catalysts, on the rate of chemical reactions |
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Earth and space sciences

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| <ul style="list-style-type: none"> • ACSSU188 / The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe | <ul style="list-style-type: none"> • Describing how the evolution of the universe, including the formation of galaxies and stars, has continued since the Big Bang |
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Science as Human Endeavour

Nature and development of science

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| <ul style="list-style-type: none"> • ACSHE191 / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community | <ul style="list-style-type: none"> • Recognising that Australian scientists such as Brian Schmidt and Penny Sackett are involved in the exploration and study of the universe |
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Use and influence of Science

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| <ul style="list-style-type: none"> • ACSHE194 / People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions | <ul style="list-style-type: none"> • Describing how science is used in the media to explain a natural event or justify people's actions |
| <ul style="list-style-type: none"> • ACSHE195 / Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities | <ul style="list-style-type: none"> • Recognising that the study of the universe and the exploration of space involves teams of specialists from the different branches of science, engineering and technology |



Science Inquiry Skills

Questioning and predicting

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| <ul style="list-style-type: none"> • AC SIS198 / Formulate questions or hypotheses that can be investigated scientifically | <ul style="list-style-type: none"> • Developing hypotheses based on well-developed models and theories • Using internet research to identify problems that can be investigated • Formulating questions that can be investigated within the scope of the classroom or field with available resources • Developing ideas from students own or others' investigations and experiences to investigate further • Evaluating information from secondary sources as part of the research process |
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Planning and conducting

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| <ul style="list-style-type: none"> • AC SIS199 / Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods | <ul style="list-style-type: none"> • Combining research using primary and secondary sources with a students own experimental investigation • Using modelling and simulations, including using digital technology, to investigate situations and events |
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Processing and analysing data and information

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| <ul style="list-style-type: none"> • AC SIS203 / Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies | <ul style="list-style-type: none"> • Using spreadsheets to present data in tables and graphical forms and to carry out mathematical analyses on data |
| <ul style="list-style-type: none"> • AC SIS204 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence | <ul style="list-style-type: none"> • Using primary and secondary scientific evidence to support or refute a conclusion • Constructing a scientific argument showing how their evidence supports their claim |

Evaluating

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| <ul style="list-style-type: none"> • AC SIS205 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data | <ul style="list-style-type: none"> • Evaluating the strength of a conclusion that can be inferred from a particular data set • Identifying alternative explanations that are also consistent with the evidence |
| <ul style="list-style-type: none"> • AC SIS206 / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems | <ul style="list-style-type: none"> • Researching the methods used by scientists in studies reported in the media |



Communicating

• **AC SIS208** / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

- Using the internet to facilitate collaboration in joint projects and discussions
- Constructing evidence based arguments and engaging in debate about scientific ideas
- Presenting results and ideas using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions
- Using a range of representations, including mathematical and symbolic forms, to communicate science ideas

ENGLISH

YEAR 9

Language

Text structure and organisation

• **AC ELA1553** / Understand that authors innovate with text structures and language for specific purposes and effects

- experimenting with ways to present personal viewpoints through innovating with texts

• **AC ELA1770** / Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas

- sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if'...'then')

Literature

Literature and Context

• **AC ELT1633** / Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts

- exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students own
- exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students owns

Responding to literature

• **AC ELT1635** / Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts

- establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts



Literacy

Texts in Context

- **ACELY1739** / Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts
- comparing perspectives represented in texts from different times and places
- identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts)
- analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations

Interacting with others

- **ACELY1740** / Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways
- exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives
- **ACELY1811** / Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects
- participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations
- using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue
- choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs
- selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action

Interpreting, analysing, evaluating

- **ACELY1742** / Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts
- evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time
- constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue
- analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples



<ul style="list-style-type: none"> • ACELY1743 / Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension 	<ul style="list-style-type: none"> • predicting meanings of unfamiliar words by using morphographic patterns
<ul style="list-style-type: none"> • ACELY1744 / Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time
<ul style="list-style-type: none"> • ACELY1745 / Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts 	<ul style="list-style-type: none"> • identifying or commenting on the author's approaches and use of techniques, design, form and style
Creating texts	
<ul style="list-style-type: none"> • ACELY1746 / Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features 	<ul style="list-style-type: none"> • presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such as the importance of maintaining balance in the biosphere • creating informative and argumentative texts with explanations, details and evidence • following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument

YEAR 10**Language****Language for Interaction**

<ul style="list-style-type: none"> • ACELA1564 / Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people 	<ul style="list-style-type: none"> • identifying language that seeks to align the listener or reader (for example 'of course', 'obviously', 'as you can imagine') • identifying references to shared assumptions • identifying appeals to shared cultural knowledge, values and beliefs • creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)
<ul style="list-style-type: none"> • ACELA1565 / Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication 	<ul style="list-style-type: none"> • considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others • interpreting texts by drawing on knowledge of the historical context in which texts were created



Text Structure and Organisation

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|---|--|
| <ul style="list-style-type: none"> • ACELA1566 / Compare the purposes, text structures and language features of traditional and contemporary texts in different media | <ul style="list-style-type: none"> • reproducing and adapting existing print texts for an online environment and explaining the reasons for the adaptations (for example accounting for the navigation and use of hyperlinks as structuring principles in hypertext narratives) • investigating the structure and language of similar text types like information reports and narratives and how these are influenced by different technological affordances (for example hyperlinks as structuring principles in hypertext narratives versus linear text sequencing principles in print narratives) |
| <ul style="list-style-type: none"> • ACELA1567 / Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects | <ul style="list-style-type: none"> • analysing and experimenting with combinations of graphics, text and sound in the production of multimodal texts such as documentaries, media reports, online magazines and digital books |
| <ul style="list-style-type: none"> • ACELA1568 / Understand conventions for citing others, and how to reference these in different ways | <ul style="list-style-type: none"> • understanding who to cite in essays, reviews and academic assignments and when it is appropriate to use direct quotations or to report sources more generally |

Expressing and developing ideas

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|---|---|
| <ul style="list-style-type: none"> • ACELA1570 / Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction | <ul style="list-style-type: none"> • considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit and other information less so • noting how technicality allows for efficient reference to shared knowledge, indicating growing expertise in the field • observing how abstraction allows for greater generalisation at a higher level (for example, 'the political, religious, social and economic features of the society' — which is an abstract noun group/phrase) |
| <ul style="list-style-type: none"> • ACELA1572 / Evaluate the impact on audiences of different choices in the representation of still and moving images | <ul style="list-style-type: none"> • experimenting with aspects of visual texts to establish different nuances, for example evaluating the impact of the movement of camera or light in moving images |

Literature

Literature and context

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| <ul style="list-style-type: none"> • ACELT1639 / Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts | <ul style="list-style-type: none"> • imaginatively adapting texts from an earlier time or different social context for a new audience • exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students own |
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Responding to Literature

<ul style="list-style-type: none"> • ACELT1640 / Reflect on, extend, endorse or refute others' interpretations of and responses to literature 	<ul style="list-style-type: none"> • determining, through debate, whether a text possesses universal qualities and remains relevant • presenting arguments based on close textual analysis to support an interpretation of a text
<ul style="list-style-type: none"> • ACELT1641 / Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response 	<ul style="list-style-type: none"> • looking at a range of texts to consider how the use of a structural device, for example a female narrator, may influence female readers/viewers/listeners to respond sympathetically to an event or issue
<ul style="list-style-type: none"> • ACELT1812 / Evaluate the social, moral and ethical positions represented in texts 	<ul style="list-style-type: none"> • identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue

Literacy

Interacting with others

<ul style="list-style-type: none"> • ACELY1750 / Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage 	<ul style="list-style-type: none"> • identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes • applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts • selecting subject matter and language to position readers to accept representations of people, events, ideas and information
<ul style="list-style-type: none"> • ACELY1813 / Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences 	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, activating prior knowledge to assess the credibility of a speaker's assertions, and summarising alternative views on an issue • choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language devices such as evaluative language, cause and effect, anecdotes and humour for particular effects • adapting voice effects, such as tone, volume, pitch, pauses and change of pace, for their specific effects such as putting forward a point of view or attempting to persuade an audience to a course of action



<ul style="list-style-type: none"> • ACELY1751 / Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action 	<ul style="list-style-type: none"> • using assumptions about listeners, viewers and readers to try to position them to accept a particular point of view
Interpreting, analysing, evaluating	
<ul style="list-style-type: none"> • ACELY1752 / Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences 	
<ul style="list-style-type: none"> • ACELY1753 / Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts 	<ul style="list-style-type: none"> • assessing the impact of hyperlinked text in a website's navigation • using appropriate metalanguage associated with digital technologies to analyse reading pathways on websites
Creating Texts	
<ul style="list-style-type: none"> • ACELY1756 / Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues 	<ul style="list-style-type: none"> • presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument • creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied • exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia
<ul style="list-style-type: none"> • ACELY1757 / Review, edit and refine students own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects 	<ul style="list-style-type: none"> • reflecting on, critiquing and refining students own texts prior to publishing for an authentic audience, such as uploading a movie to a website, contributing to an anthology, writing texts appropriate for the workplace, or delivering a presentation

HISTORY

YEAR 9

Historical Knowledge and Understanding

Making a Better World?

Progressive ideas and movements (1750 – 1918)



<ul style="list-style-type: none"> • ACDSEH019 / 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 	<ul style="list-style-type: none"> • explaining why an idea emerged and the basis of that idea
<ul style="list-style-type: none"> • ACDSEH087 / 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 	
Historical Skills	
Chronology, terms & concepts	
<ul style="list-style-type: none"> • ACHHS164 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places 	<ul style="list-style-type: none"> • representing the relationship between events in different times and places using interactive timelines • placing key events in sequence
<ul style="list-style-type: none"> • ACHHS165 / Use historical terms and concepts 	
Historical questions and research	
<ul style="list-style-type: none"> • ACHHS166 / Identify and select different kinds of questions about the past to inform historical inquiry 	<ul style="list-style-type: none"> • developing questions about aspects of the past that require historical argument
<ul style="list-style-type: none"> • ACHHS167 / Evaluate and enhance these questions 	<ul style="list-style-type: none"> • developing an inquiry question and refining it as further factors are introduced into the research process
Analysis and use of sources	
<ul style="list-style-type: none"> • ACHHS170 / Process and synthesise information from a range of sources for use as evidence in an historical argument 	<ul style="list-style-type: none"> • graphing historical data to identify past trends and to draw conclusions about their significance
Perspectives and interpretations	
<ul style="list-style-type: none"> • ACHHS172 / Identify and analyse the perspectives of people from the past 	
<ul style="list-style-type: none"> • ACHHS173 / Identify and analyse different historical interpretations (including their own) 	<ul style="list-style-type: none"> • recognising that historical interpretations may be provisional
Explanation and communication	
<ul style="list-style-type: none"> • ACHHS174 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced 	<ul style="list-style-type: none"> • developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available
<ul style="list-style-type: none"> • ACHHS175 / Select and use a range of communication forms (oral, graphic, written) and digital technologies 	<ul style="list-style-type: none"> • using online conferencing and other forms of ICT to discuss historical questions and issues



YEAR 10

Historical Knowledge and Understanding	N/A
Historical Skills	
Chronology, terms and concepts	
<ul style="list-style-type: none"> • ACHHS182 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places 	<ul style="list-style-type: none"> • using interactive timelines to explore the various manifestations or effects of an event in different geographical locations
<ul style="list-style-type: none"> • ACHHS183 / Use historical terms and concepts 	
Historical questions and research	
<ul style="list-style-type: none"> • ACHHS184 / Identify and select different kinds of questions about the past to inform historical inquiry 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available • developing questions about aspects of the past that require historical argument • identifying, planning and investigating (individually and as part of a team) specific historical questions or issues
<ul style="list-style-type: none"> • ACHHS185 / Evaluate and enhance these questions 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available
<ul style="list-style-type: none"> • ACHHS186 / Identify and locate relevant sources, using ICT and other methods 	<ul style="list-style-type: none"> • recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources
Analysis and use of sources	
<ul style="list-style-type: none"> • ACHHS188 / Process and synthesise information from a range of sources for use as evidence in an historical argument 	<ul style="list-style-type: none"> • combining historical data from a range of sources
<ul style="list-style-type: none"> • ACHHS189 / Evaluate the reliability and usefulness of primary and secondary sources 	<ul style="list-style-type: none"> • understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided and therefore of use in revealing past prevailing attitudes)
Perspectives and interpretations	
<ul style="list-style-type: none"> • ACHHS190 / Identify and analyse the perspectives of people from the past 	
<ul style="list-style-type: none"> • ACHHS191 / Identify and analyse different historical interpretations (including their own) 	



Explanation and communication

- | | |
|--|--|
| • ACHHS192 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced | • developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available |
| • ACHHS193 / Select and use a range of communication forms (oral, graphic, written) and digital technologies | |



UNIT 5

LIFE

STRAND	ELABORATION
SCIENCE	
YEAR 9	
Science Understanding	
Biological Sciences	
<ul style="list-style-type: none"> • ACSSU175 / Multi-cellular organisms rely on coordinated and independent internal systems to respond to changes to their environment 	<ul style="list-style-type: none"> • describing how requirements of life (for example oxygen, nutrients, water and removal of waste) are provided through the coordinated function of body systems such as the respiratory, circulatory, digestive, nervous and excretory systems
Chemical Sciences	
<ul style="list-style-type: none"> • ACSSU179 / Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer 	<ul style="list-style-type: none"> • comparing respiration and photosynthesis and their role in biological processes
Earth and space sciences	
<ul style="list-style-type: none"> • ACSSU180 / The theory of plate tectonics explains global patterns of geological activity and continental movement 	<ul style="list-style-type: none"> • recognize the major plates on a world map • modeling sea-floor spreading • relating the occurrence of earthquakes and volcanic activity to constructive and destructive plate boundaries • considering the role of heat energy and convection currents in the movement of tectonic plates • relating the extreme age and stability of a large part of the Australian continent to its plate tectonic history
Physical Sciences	
Science as Human Endeavour	
Nature & Development of science	
<ul style="list-style-type: none"> • ACSHE157 / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community 	



<ul style="list-style-type: none"> • ACSHE158 / Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries 	<ul style="list-style-type: none"> • investigating how the theory of plate tectonics developed, based on evidence from sea-floor spreading and occurrence of earthquakes and volcanic activity • investigating technologies involved in the mapping of continental movement
Use and influence of science	
<ul style="list-style-type: none"> • ACSHE160 / People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions 	<ul style="list-style-type: none"> • using knowledge of science to test claims made in advertising or expressed in the media • considering the impacts of human activity on an ecosystem from a range of different perspectives
<ul style="list-style-type: none"> • ACSHE228 / The values and needs of contemporary society can influence the focus of scientific research 	<ul style="list-style-type: none"> • Investigating contemporary science issues relating to living in a Pacific country located near plate boundaries, for example Japan, Indonesia, New Zealand
Science Inquiry Skills	
Questioning & predicting	
<ul style="list-style-type: none"> • ACSIS164 / Formulate questions or hypotheses that can be investigated scientifically 	<ul style="list-style-type: none"> • using internet research to identify problems that can be investigated • evaluating information from secondary sources as part of the research process • revising and refining research questions to target specific information and data collection or finding a solution to the specific problem identified • developing ideas from students own or others' investigations and experiences to investigate further
Planning and conducting	
<ul style="list-style-type: none"> • ACSIS165 / Plan, select and use appropriate investigation methods, including field work and laboratory experimentation to collect reliable data; assess risk and address ethical issues associated with these methods 	<ul style="list-style-type: none"> • using modelling and simulations, including using digital technology to investigate situations and events • combining research using primary and secondary sources with students own experimental investigation
Processing and analysing data and information	
<ul style="list-style-type: none"> • ACSIS169 / Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies 	<ul style="list-style-type: none"> • designing and constructing appropriate graphs to represent data and analysing graphs for trends and patterns



<ul style="list-style-type: none"> • AC SIS170 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence 	<ul style="list-style-type: none"> • Comparing conclusions with earlier predictions and reviewing scientific understanding where appropriate • Suggesting more than one possible explanation of the data presented
Evaluating	
<ul style="list-style-type: none"> • AC SIS171 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of data 	<ul style="list-style-type: none"> • identifying gaps or weaknesses in conclusions (their own or those of others) • identifying alternate explanations that are also consistent with the evidence
<ul style="list-style-type: none"> • AC SIS172 / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems 	<p>Discussing what is meant by 'validity' and how we can evaluate the validity of information in secondary sources</p>
Communicating	
<ul style="list-style-type: none"> • AC SIS174 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations 	<ul style="list-style-type: none"> • presenting results and ideas using formal experimentation reports, oral presentations, slide shows, poster presentations and contributing to group discussions • using secondary sources as well as students own findings to help explain a scientific concept • using the internet to facilitate collaboration on joint projects and discussions

YEAR 10**Science Understanding****Biological sciences**

<ul style="list-style-type: none"> • ACSSU184 / The transmission of heritable characteristics from one generation to the next generation involves DNA and genes 	<ul style="list-style-type: none"> • describing the role of DNA as a blueprint for controlling the characteristics of organisms • describing mutations as changes in DNA or chromosomes and outlining the factors that contribute to causing mutations
<ul style="list-style-type: none"> • ACSSU185 / The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence 	<ul style="list-style-type: none"> • Outlining processes involved in natural selection including variation, isolation and selection • Describing biodiversity as a function of evolution • Investigating changes caused by natural selection in a particular population as a result of specified selection pressure such as artificial selection in breeding for desired characteristics • Relating genetic characteristics to survival and reproductive rates • Evaluating and interpreting evidence for evolution, including the fossil record, chemical and anatomical similarities, and geographical distribution of species



Chemical Sciences

Earth and space sciences

- **ACSSU189** / Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere

- examining the factors that drive the deep ocean currents, their role in regulating global climate, and their effects on marine life

Physical Sciences

Science as Human Endeavour

Nature and development of science

- **ACSHE191** / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community

- considering the role of the different sources of evidence including biochemical, anatomical and fossil evidence for evolution by natural selection
- investigating the development of the Watson and Crick double helix model for the structure of DNA
- investigating the history and impacts of developments in genetic knowledge

Use and influence of science

- **ACSHE194** / People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions

- describing how science is used in the media to explain a natural event or justify peoples actions
- using knowledge of science to test claims made in advertising

Science Inquiry Skills

Questioning and predicting

- **AC SIS198** / Formulate questions and hypotheses that can be investigated scientifically

- developing hypotheses based on well-developed models and theories
- using internet research to identify problems that can be investigated
- formulating questions that can be investigated within the scope of the classroom or field with available resources
- developing ideas from students own or others' investigations and experiences to investigate further
- evaluating information from secondary sources as part of the research process



Planning and conducting	
<ul style="list-style-type: none"> • AC SIS199 / Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods 	<ul style="list-style-type: none"> • combining research using primary and secondary sources with students own experimental investigation • using modelling and simulations, including using digital technology, to investigate situations and events
Processing and analysing data and information	
<ul style="list-style-type: none"> • AC SIS204 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence 	<ul style="list-style-type: none"> • using primary and secondary evidence to support or refute a conclusion • constructing a scientific argument showing how their evidence supports their claim
Evaluating	
<ul style="list-style-type: none"> • AC SIS205 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of data 	<ul style="list-style-type: none"> • evaluating the strength of a conclusion that can be inferred from a particular data set • identifying alternate explanations that are also consistent with the evidence
<ul style="list-style-type: none"> • AC SIS206 / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems 	<ul style="list-style-type: none"> • Researching the methods used by scientists in studies reported in the media
Communicating	
<ul style="list-style-type: none"> • AC SIS208 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations 	<ul style="list-style-type: none"> • using the internet to facilitate collaboration in joint projects and discussions • constructing evidence based arguments and engaging in debate about scientific ideas • presenting results and ideas using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions

ENGLISH

YEAR 9

Language

Language for Interaction	
<ul style="list-style-type: none"> • AC ELA1552 / Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor 	<ul style="list-style-type: none"> • comparing texts that use evaluative language in different ways — and identifying wordings that appraise things indirectly, through evocative language, similes and metaphors that direct the views of the readers in particular ways



Text structure and organisation	
<ul style="list-style-type: none"> • ACELA1553 / Understand that authors innovate with text structures and language for specific purposes and effects 	<ul style="list-style-type: none"> • experimenting with ways to present personal viewpoints through innovating with texts
<ul style="list-style-type: none"> • ACELA1770 / Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas 	<ul style="list-style-type: none"> • sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if'... 'then')
<ul style="list-style-type: none"> • ACELA1556 / Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes 	<ul style="list-style-type: none"> • experimenting with the use of colons and semicolons in expositions and other extended writing to improve precision and clarity of expression • investigating instances of colons and semicolons in expository texts and discuss their uses in elaborating on and clarifying ideas in complex sentences
Expressing and Developing Ideas	
<ul style="list-style-type: none"> • ACELA1559 / Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text 	<ul style="list-style-type: none"> • exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations
<ul style="list-style-type: none"> • ACELA1560 / Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning 	
<ul style="list-style-type: none"> • ACELA1561 / Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness 	<ul style="list-style-type: none"> • comparing and contrasting vocabulary choices in informative and narrative texts, considering how they are used to create precise information, abstract ideas and/or stylistic interpretations of texts
Literature	
Responding to literature	
<ul style="list-style-type: none"> • ACELT1635 / Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts 	<ul style="list-style-type: none"> • establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts
Literacy	
Texts in Context	
<ul style="list-style-type: none"> • ACELY1739 / Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts 	<ul style="list-style-type: none"> • comparing perspectives represented in texts from different times and places • identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts) • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations



Interacting with others	
<ul style="list-style-type: none"> • ACELY1740 / Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways 	<ul style="list-style-type: none"> • exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives
<ul style="list-style-type: none"> • ACELY1811 / Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects 	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue • choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs • selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action
Interpreting, analysing, evaluating	
<ul style="list-style-type: none"> • ACELY1742 / Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time • constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples
<ul style="list-style-type: none"> • ACELY1743 / Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension 	<ul style="list-style-type: none"> • predicting meanings of unfamiliar words by using morphographic patterns
<ul style="list-style-type: none"> • ACELY1744 / Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time
<ul style="list-style-type: none"> • ACELY1745 / Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts 	<ul style="list-style-type: none"> • identifying or commenting on the author's approaches and use of techniques, design, form and style



Creating texts

<ul style="list-style-type: none"> • ACELY1746 / Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features 	<ul style="list-style-type: none"> • presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such as the importance of maintaining balance in the biosphere • creating informative and argumentative texts with explanations, details and evidence • following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument
<ul style="list-style-type: none"> • ACELY1747 / Review and edit students own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features 	<ul style="list-style-type: none"> • checking for run on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs
<ul style="list-style-type: none"> • ACELY1748 / Use a range of software, including word processing programs, flexibly and imaginatively to publish texts 	

ENGLISH

YEAR 10

Language for Interaction

<ul style="list-style-type: none"> • ACELA1564 / Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people 	<ul style="list-style-type: none"> • identifying language that seeks to align the listener or reader (for example 'of course', 'obviously', 'as you can imagine') • identifying references to shared assumptions • identifying appeals to shared cultural knowledge, values and beliefs • creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)
<ul style="list-style-type: none"> • ACELA1565 / Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication 	<ul style="list-style-type: none"> • considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others • interpreting texts by drawing on knowledge of the historical context in which texts were created



Expressing and developing ideas

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|---|---|
| <ul style="list-style-type: none"> • ACELA1570 / Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction | <ul style="list-style-type: none"> • considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit and other information less so • noting how technicality allows for efficient reference to shared knowledge, indicating growing expertise in the field • observing how abstraction allows for greater generalisation at a higher level (for example, 'the political, religious, social and economic features of the society' — which is an abstract noun group/phrase) |
| <ul style="list-style-type: none"> • ACELA1572 / Evaluate the impact on audiences of different choices in the representation of still and moving images | <ul style="list-style-type: none"> • experimenting with aspects of visual texts to establish different nuances, for example evaluating the impact of the movement of camera or light in moving images |
| <ul style="list-style-type: none"> • ACELA1571 / Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences | <ul style="list-style-type: none"> • creating texts that demand complex processes of responding, for example the inclusion of symbolism in advertising, foreshadowing in documentary and irony in humorous texts |

Literature

Literature and context

- | | |
|--|--|
| <ul style="list-style-type: none"> • ACELT1639 / Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts | <ul style="list-style-type: none"> • imaginatively adapting texts from an earlier time or different social context for a new audience • exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students own |
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Responding to Literature

- | | |
|---|---|
| <ul style="list-style-type: none"> • ACELT1640 / Reflect on, extend, endorse or refute others' interpretations of and responses to literature | <ul style="list-style-type: none"> • determining, through debate, whether a text possesses universal qualities and remains relevant • presenting arguments based on close textual analysis to support an interpretation of a text |
| <ul style="list-style-type: none"> • ACELT1641 / Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response | <ul style="list-style-type: none"> • looking at a range of texts to consider how the use of a structural device, for example a female narrator, may influence female readers/viewers/listeners to respond sympathetically to an event or issue |
| <ul style="list-style-type: none"> • ACELT1812 / Evaluate the social, moral and ethical positions represented in texts | <ul style="list-style-type: none"> • identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue |



- **ACELA1749** / Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices

- considering ethical positions across more than one culture as represented in text and consider the similarities and differences
- questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations

Interacting with others

- **ACELY1750** / Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage

- identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes
- applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts
- selecting subject matter and language to position readers to accept representations of people, events, ideas and information

Literacy

Texts in Context

- **ACELY1813** / Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences

- participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations
- using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, activating prior knowledge to assess the credibility of a speaker's assertions, and summarising alternative views on an issue
- choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language devices such as evaluative language, cause and effect, anecdotes and humour for particular effects
- adapting voice effects, such as tone, volume, pitch, pauses and change of pace, for their specific effects such as putting forward a point of view or attempting to persuade an audience to a course of action

Interpreting, analysing, evaluating

- **ACELY1752** / Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences



- **ACELY1753** / Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts

- assessing the impact of hyperlinked text in a website's navigation using appropriate metalanguage associated with digital technologies to analyse reading pathways on websites

Creating Texts

- **ACELY1756** / Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues

- presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument
- creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied
- exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia

HISTORY

YEAR 9

Historical Knowledge and Understanding

Making a Better World?

Progressive ideas and movements (1750 – 1918)

- **ACDSEH019** / 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

- explaining why an idea emerged and the basis of that idea

- **ACDSE086** / The reasons why ONE key idea emerged and/or developed a following

- **ACDSEH087** / 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

- explaining how religious groups responded to the ideas in Charles Darwin's 1859 book *On the Origin of Species*

- **ACDSEH088** / The short and long-term impacts of ONE of these ideas on Australia and the world



Historical Skills	
Chronology, terms & concepts	
<ul style="list-style-type: none"> • ACHHS164 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places 	<ul style="list-style-type: none"> • representing the relationship between events in different times and places using interactive timelines • placing key events in sequence
<ul style="list-style-type: none"> • ACHHS165 / Use historical terms and concepts 	
Historical questions and research	
<ul style="list-style-type: none"> • ACHHS166 / Identify and select different kinds of questions about the past to inform historical inquiry 	<ul style="list-style-type: none"> • developing questions about aspects of the past that require historical argument
<ul style="list-style-type: none"> • ACHHS167 / Evaluate and enhance these questions 	<ul style="list-style-type: none"> • developing an inquiry question and refining it as further factors are introduced into the research process
<ul style="list-style-type: none"> • ACHHS168 / Identify and locate relevant sources, using ICT and other methods 	
Analysis and use of sources	
<ul style="list-style-type: none"> • ACHHS169 / Identify the origin, purpose and context of primary and secondary sources 	<ul style="list-style-type: none"> • explaining the contextual significance of a source
<ul style="list-style-type: none"> • ACHHS170 / Process and synthesise information from a range of sources for use as evidence in an historical argument 	<ul style="list-style-type: none"> • graphing historical data to identify past trends and to draw conclusions about their significance
<ul style="list-style-type: none"> • ACHHS171 / Evaluate the reliability and usefulness of primary and secondary sources 	<ul style="list-style-type: none"> • understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided, however it may still be useful in revealing past prevailing attitudes)
Perspectives and interpretations	
<ul style="list-style-type: none"> • ACHHS 172 / Identify and analyse the 	
<ul style="list-style-type: none"> • ACHHS173 / Identify and analyse different historical interpretations (including their own) 	<ul style="list-style-type: none"> • recognising that historical interpretations may be provisional
Explanation and communication	
<ul style="list-style-type: none"> • ACHHS174 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced 	<ul style="list-style-type: none"> • developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available
<ul style="list-style-type: none"> • ACHHS 175 / Select and use a range of communication forms (oral, graphic, written) and digital technologies 	<ul style="list-style-type: none"> • using online conferencing and other forms of ICT to discuss historical questions and issues



YEAR 10	
Historical Knowledge and Understanding	N/A
Historical Skills	
Chronology, terms and concepts	
<ul style="list-style-type: none"> • ACHHS182 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places 	<ul style="list-style-type: none"> • using interactive timelines to explore the various manifestations or effects of an event in different geographical locations
<ul style="list-style-type: none"> • ACHHS183 / Use historical terms and concepts 	
Historical questions and research	
<ul style="list-style-type: none"> • ACHHS184 / Identify and select different kinds of questions about the past to inform historical inquiry 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available • developing questions about aspects of the past that require historical argument • identifying, planning and investigating (individually and as part of a team) specific historical questions or issues
<ul style="list-style-type: none"> • ACHHS185 / Evaluate and enhance these questions 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available
<ul style="list-style-type: none"> • ACHHS186 / Identify and locate relevant sources, using ICT and other methods 	<ul style="list-style-type: none"> • recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources
Analysis and use of sources	
<ul style="list-style-type: none"> • ACHHS188 / Process and synthesise information from a range of sources for use as evidence in an historical argument 	<ul style="list-style-type: none"> • combining historical data from a range of sources
<ul style="list-style-type: none"> • ACHHS189 / Evaluate the reliability and usefulness of primary and secondary sources 	<ul style="list-style-type: none"> • understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided and therefore of use in revealing past prevailing attitudes)



Perspectives and interpretations	
• ACHHS190 / Identify and analyse the perspectives of people from the past	
• ACHHS191 / Identify and analyse different historical interpretations (including their own)	
Explanation and communication	
• ACHHS192 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced	
• ACHHS193 / Select and use a range of communication forms (oral, graphic, written) and digital technologies	• developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available



UNIT 6

EARLY HUMANS

STRAND	ELABORATION
SCIENCE	
YEAR 9	
Science Understanding	
Biological Sciences	
<ul style="list-style-type: none"> • ACSSU176 / Ecosystems consist of communities of interdependent organism and abiotic components of the environment: matter and energy flow through these systems 	<ul style="list-style-type: none"> • exploring interactions between organisms such as predator/prey, parasites, competitors, pollinators and disease • examining factors that affect population sizes such as seasonal changes, destruction of habitats, introduced species • considering how energy flows into and out of an ecosystem via the pathways of food webs, and how it must be replaced to maintain the sustainability of the system
Science as Human Endeavour	
Nature & Development of science	
<ul style="list-style-type: none"> • ACSHE157 / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community 	<ul style="list-style-type: none"> • investigating how models can be used to predict the changes in populations due to environmental changes, such as the impact of flooding or fire on rabbit or kangaroo populations
Use and influence of science	
<ul style="list-style-type: none"> • ACSHE160 / People can use scientific knowledge to evaluate whether they should accept claims, explanations or predications 	<ul style="list-style-type: none"> • considering the impacts of human activity on an ecosystem from a range of different perspectives



Science Inquiry Skills

Questioning & predicting

- | | |
|--|---|
| <ul style="list-style-type: none"> • AC SIS164 / Formulate questions or hypotheses that can be investigated scientifically | <ul style="list-style-type: none"> • using internet research to identify problems that can be investigated • evaluating information from secondary sources as part of the research process • revising and refining research questions to target specific information and data collection or finding a solution to the specific problem identified • developing ideas from students own or others' investigations and experiences to investigate further |
|--|---|

Planning and conducting

- | | |
|--|---|
| <ul style="list-style-type: none"> • AC SIS165 / Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these methods | <ul style="list-style-type: none"> • using modelling and simulations, including using digital technology to investigate situations and events • combining research using primary and secondary sources with students own experimental investigation |
|--|---|

Processing and analysing data and information

- | | |
|--|--|
| <ul style="list-style-type: none"> • AC SIS169 / Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies | <ul style="list-style-type: none"> • designing and constructing graphs to represent data and analysing graphs for patterns and trends |
|--|--|

Evaluating

- | | |
|---|---|
| <ul style="list-style-type: none"> • AC SIS172 / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems | <ul style="list-style-type: none"> • discussing what is meant by 'validity' and how we can evaluate the validity of information in secondary sources |
|---|---|

Communicating

- | | |
|--|--|
| <ul style="list-style-type: none"> • AC SIS174 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations | <ul style="list-style-type: none"> • using the internet to facilitate collaboration in joint projects and discussions |
|--|--|



YEAR 10

Science Understanding

Biological sciences

• **ACSSU185** / The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence

- describing biodiversity as a function of evolution
- investigating changes caused by natural selection in a population as a result of a specified selection pressure such as artificial selection in breeding for desired characteristics
- evaluating and interpreting evidence for evolution, including the fossil record, chemical and anatomical similarities, and geographical distribution of species

Chemical Sciences

• **ACSSU189** / Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere

- investigating how human activity affects global systems

Physical Sciences

Science as Human Endeavour

Nature and development of science

• **ACSHE191** / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community

- considering the role of different sources of evidence including biochemical, anatomical and fossil evidence for evolution by natural selection

Use and influence of science

Science Inquiry Skills

Questioning and predicting

• **AC SIS198** / Formulate questions of hypotheses that can be investigated scientifically

- developing hypotheses based on well-developed models and theories
- using internet research to identify problems that can be investigated
- formulating questions that can be investigated within the scope of the classroom or field with available resources
- developing ideas from students own or others' investigations and experiences to investigate further
- evaluating information from secondary sources as part of the research process



Planning and conducting	
<ul style="list-style-type: none"> • AC SIS199 / Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods 	<ul style="list-style-type: none"> • using modelling and simulations, including using digital technology, to investigate situations and events
Processing and analysing data and information	
<ul style="list-style-type: none"> • AC SIS204 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence 	<ul style="list-style-type: none"> • using primary or secondary scientific evidence to support or refute a conclusion • constructing a scientific argument showing how their evidence supports their claim
Evaluating	
<ul style="list-style-type: none"> • AC SIS205 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data 	<ul style="list-style-type: none"> • evaluating the strength of a conclusion that can be inferred from a particular data set • identifying alternate explanations that are also consistent with the evidence
Communicating	
<ul style="list-style-type: none"> • AC SIS208 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations 	<ul style="list-style-type: none"> • using the internet to facilitate collaboration in joint projects and discussions • constructing evidence based arguments and engaging in debate about scientific ideas

ENGLISH

YEAR 9

Language

Language for Interaction	
<ul style="list-style-type: none"> • AC ELA1551 / Understand that roles and relationships are developed and challenged through language and interpersonal skills 	<ul style="list-style-type: none"> • identifying the various communities to which students belong and how language reinforces membership of these communities (the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups, the interaction patterns of the classroom, the commonalities in migrant and cultural groups)
<ul style="list-style-type: none"> • AC ELA1552 / Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor 	<ul style="list-style-type: none"> • comparing texts that use evaluative language in different ways — print advertisements, editorials, talkback radio and poetry – and identifying wordings that appraise things indirectly, through evocative language, similes and metaphors that direct the views of the readers in particular ways



Text structure and organisation	
<ul style="list-style-type: none"> • ACELA1553 / Understand that authors innovate with text structures and language for specific purposes and effects 	<ul style="list-style-type: none"> • experimenting with ways to present personal viewpoints through innovating with texts
<ul style="list-style-type: none"> • ACELA1770 / Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas 	<ul style="list-style-type: none"> • sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if'... 'then')
Expressing and Developing Ideas	
<ul style="list-style-type: none"> • ACELA1559 / Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text 	<ul style="list-style-type: none"> • exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations
<ul style="list-style-type: none"> • ACELA1560 / Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning 	<ul style="list-style-type: none"> • investigating the use of symbols in images, films and picture books, and evaluating their contribution to viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups
<ul style="list-style-type: none"> • ACELA1561 / Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness 	<ul style="list-style-type: none"> • comparing and contrasting vocabulary choices in informative and narrative texts, considering how they are used to create precise information, abstract ideas and/or stylistic interpretations of texts • identifying examples of acronyms, abbreviations and proprietary words which are used creatively in text
Literature	
Literature and Context	
<ul style="list-style-type: none"> • ACELA1663 / Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts 	<ul style="list-style-type: none"> • exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students own
Responding to literature	
<ul style="list-style-type: none"> • ACELA1635 / Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts 	<ul style="list-style-type: none"> • establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts
Examining Literature	
<ul style="list-style-type: none"> • ACELA1636 / Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style 	<ul style="list-style-type: none"> • comparing texts created by the same author to determine literary style, assessing its appeal and presenting this comparison to others • examining how different authors make use of devices like myth, icons and imagery and evaluating the effect of these choices on audiences



- **ACELA1637** / Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes

- exploring how language devices look or sound in written or spoken texts, how they can be identified, purposes they serve and what effect they might have on how the audience responds
- taking a particular area of study, a topic or theme and examining how different authors make use of devices like myth, icons and imagery in their work

Literacy

Texts in Context

- **ACELA1739** / Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts

- comparing perspectives represented in texts from different times and places, including texts drawn from popular culture
- identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts)
- reflecting on the notion that all texts build on a body of prior texts in a culture
- analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts
- analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations

Interacting with others

- **ACELA1740** / Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways

- comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations
- identifying and commenting on omissions of information in different texts
- exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives
- understanding the role of intonation, pausing, combinations of clause and rhythm in spoken language and of punctuation



<ul style="list-style-type: none"> • ACELA1811 / Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects 	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue • choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs • selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action
<ul style="list-style-type: none"> • ACELA1741 / Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes 	<ul style="list-style-type: none"> • using graphics and text animations to accompany spoken text, for example presenting a news item suitable for a current affairs program that aligns image to spoken text, or establishing humour by creating a disjunct between sound, image and spoken text
Interpreting, analyzing, evaluating	
<ul style="list-style-type: none"> • ACELA1742 / Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time • constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue • identifying whether two texts may share a common purpose or audience, for example a feature article on a particular website or in a particular newspaper • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples
<ul style="list-style-type: none"> • ACELA1743 / Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension 	<ul style="list-style-type: none"> • predicting meanings of unfamiliar words by using morphographic patterns
<ul style="list-style-type: none"> • ACELA1744 / Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time



• **ACELA1745** / Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts

• identifying or commenting on the author's approaches and use of techniques, design, form and style

Creating texts

• **ACELA1746** / Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features

- presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such as the importance of maintaining balance in the biosphere
- creating imaginative texts with main ideas developed through the interconnections of plot, settings, characters, the changing of chronological order, foreshadowing in written, spoken and digital texts
- creating informative and argumentative texts with explanations, details and evidence
- following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument

YEAR 10

Language

Language for Interaction

• **ACELA1564** / Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people

- identifying language that seeks to align the listener or reader (for example 'of course', 'obviously', 'as you can imagine')
- identifying the use of first person 'I', 'we' and second person pronouns 'you' to distance or involve the audience, for example in a speech made to a local cultural community
- identifying references to shared assumptions
- identifying appeals to shared cultural knowledge, values and beliefs
- reflecting on experiences of when language includes, distances or marginalises others
- creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)

• **ACELA1565** / Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication

- considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others
- interpreting texts by drawing on knowledge of the historical context in which texts were created



Text structure and organisation

- **ACELA1567** / Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects

- analysing and experimenting with combinations of graphics, text and sound in the production of multimodal texts such as documentaries, media reports, online magazines and digital books

Expressing and developing ideas

- **ACELA1570** / Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction

- considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit and other information less so
- analysing how logical relations between ideas are built up by combining main with subordinate clauses indicating cause, result, manner, concession, condition, and so on
- noting how technicality allows for efficient reference to shared knowledge, indicating growing expertise in the field
- observing how abstraction allows for greater generalisation at a higher level (for example, 'the political, religious, social and economic features of the society' — which is an abstract noun group/phrase)

- **ACELA1572** / Evaluate the impact on audiences of different choices in the representation of still and moving images

- experimenting with aspects of visual texts to establish different nuances, for example evaluating the impact of the movement of camera or light in moving images

Literature

Literature and context

- **ACELT1639** / Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts

- investigating and analysing the ways cultural stories may be retold and adapted across a range of contexts such as the 'Cinderella' story and the 'anti-hero'
- imaginatively adapting texts from an earlier time or different social context for a new audience
- exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students own

Responding to Literature

- **ACELT1640** / Reflect on, extend, endorse or refute others' interpretations of and responses to literature

- creating personal reading lists in a variety of genres and explain why the texts qualify for inclusion on a particular list
- reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background



<ul style="list-style-type: none"> • ACELT1641 / Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response 	<ul style="list-style-type: none"> • looking at a range of texts to consider how the use of a structural device may influence readers/viewers/listeners to respond sympathetically to an event or issue
<ul style="list-style-type: none"> • ACELT1812 / Evaluate the social, moral and ethical positions represented in texts 	<ul style="list-style-type: none"> • identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue
Literacy	
Texts in Context	
<ul style="list-style-type: none"> • ACELY1749 / Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices 	<ul style="list-style-type: none"> • considering ethical positions across more than one culture as represented in text and consider the similarities and differences
Interacting with others	
<ul style="list-style-type: none"> • ACELY1750 / Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage 	<ul style="list-style-type: none"> • identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes • applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts • selecting subject matter and language to position readers to accept representations of people, events, ideas and information
<ul style="list-style-type: none"> • ACELY1813 / Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences 	<ul style="list-style-type: none"> • identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes • identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons • applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts • selecting subject matter and language to position readers to accept representations of people, events, ideas and information



Interpreting, analysing, evaluating	
<ul style="list-style-type: none"> • ACELY1752 / Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences 	<ul style="list-style-type: none"> • skim reading sections of a persuasive text to identify the main contention, key arguments in linked paragraphs and supporting evidence in order to locate points for building rebuttal or counter argument
<ul style="list-style-type: none"> • ACELY1753 / Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts 	<ul style="list-style-type: none"> • assessing the impact of hyperlinked text in a website's navigation • using appropriate metalanguage associated with digital technologies to analyse reading pathways on websites
<ul style="list-style-type: none"> • ACELY1754 / Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues 	<ul style="list-style-type: none"> • presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument • creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied • exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia

YEAR 9

HISTORY

Historical Knowledge and Understanding

Making a Better World?

Progressive ideas and movements (1750 – 1918)

<ul style="list-style-type: none"> • ACDSEH109 / 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 	<ul style="list-style-type: none"> • explaining why an idea emerged and the basis of that idea (for example egalitarianism — being judged on merit rather than by birth or past deeds)
<ul style="list-style-type: none"> • ACDSEH086 / The reasons why ONE key idea emerged and/or developed a following 	
<ul style="list-style-type: none"> • ACDSEH087 / 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 	<ul style="list-style-type: none"> • explaining how religious groups responded to the ideas in Charles Darwin's 1859 book <i>On the Origin of Species</i>
<ul style="list-style-type: none"> • ACDSEH089 / The short and long-term impacts of ONE of these ideas on Australia and the world 	



Historical Skills	
Chronology, terms & concepts	
<ul style="list-style-type: none"> • ACHHS164 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places 	<ul style="list-style-type: none"> • representing the relationship between events in different times and places using interactive timelines
<ul style="list-style-type: none"> • ACHHS165 / Use historical terms and concepts 	<ul style="list-style-type: none"> • defining and using concepts such as ‘imperialism’, ‘nationalism’, ‘evolution’, ‘evidence’
Historical questions and research	
<ul style="list-style-type: none"> • ACHHS166 / Identify and select different kinds of questions about the past to inform historical inquiry 	<ul style="list-style-type: none"> • developing questions about aspects of the past that require historical argument
<ul style="list-style-type: none"> • ACHHS167 / Evaluate and enhance these questions 	<ul style="list-style-type: none"> • developing an inquiry question and refining it as further factors are introduced into the research process
<ul style="list-style-type: none"> • ACHHS168 / Identify and locate relevant sources, using ICT and other methods 	<ul style="list-style-type: none"> • locating historical sources from archives, museums and online collections
Analysis and use of sources	
<ul style="list-style-type: none"> • ACHHS169 / Identify the origin, purpose and context of primary and secondary sources 	<ul style="list-style-type: none"> • explaining the contextual significance of a source
<ul style="list-style-type: none"> • ACHHS170 / Process and synthesise information from a range of sources for use as evidence in an historical argument 	
Perspectives and interpretations	
<ul style="list-style-type: none"> • ACHHS172 / Identify and analyse the perspectives of people from the past 	<ul style="list-style-type: none"> • investigating the role of human agency in historical events and developments
<ul style="list-style-type: none"> • ACHHS173 / Identify and analyse different historical interpretations (including their own) 	<ul style="list-style-type: none"> • recognising that historical interpretations may be provisional
Explanation and communication	
<ul style="list-style-type: none"> • ACHHS174 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced 	<ul style="list-style-type: none"> • developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available
<ul style="list-style-type: none"> • ACHHS175 / Select and use a range of communication forms (oral, graphic, written) and digital technologies 	<ul style="list-style-type: none"> • using online conferencing and other forms of ICT to discuss historical questions and issues



YEAR 10	
Historical Knowledge and Understanding	N/A
Historical Skills	
Chronology, terms and concepts	
<ul style="list-style-type: none"> • ACHHS182 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places 	<ul style="list-style-type: none"> • using interactive timelines to explore the various manifestations or effects of an event in different geographical locations
<ul style="list-style-type: none"> • ACHHS183 / Use historical terms and concepts 	
Historical questions and research	
<ul style="list-style-type: none"> • ACCHS184 / Identify and select different kinds of questions about the past to inform historical inquiry 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available • developing questions about aspects of the past that require historical argument • identifying, planning and investigating (individually and as part of a team) specific historical questions or issues
<ul style="list-style-type: none"> • ACCHS185 / Evaluate and enhance these questions 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available
<ul style="list-style-type: none"> • ACHHS186 / Identify and locate relevant sources, using ICT and other methods 	<ul style="list-style-type: none"> • recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources
Analysis and use of sources	
<ul style="list-style-type: none"> • ACHHS187 / Identify the origin, purpose and context of primary and secondary sources 	<ul style="list-style-type: none"> • using data from immigration records and processing it using ICT to identify historical trends over time • explaining the context of a source and the significance of that context in understanding responses to the report (with varying perspectives)
<ul style="list-style-type: none"> • ACHHS188 / Process and synthesise information from a range of sources for use as evidence in an historical argument 	<ul style="list-style-type: none"> • combining historical data from a range of sources
<ul style="list-style-type: none"> • ACHHS189 / Evaluate the reliability and usefulness of primary and secondary sources 	<ul style="list-style-type: none"> • understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided and therefore of use in revealing past prevailing attitudes)



Perspectives and interpretations	
• ACHHS190 / Identify and analyse the perspectives of people from the past	
• ACHHS191 / Identify and analyse different historical interpretations (including their own)	
Explanation and communication	
• ACHHS192 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced	• developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available
• ACHHS193 / Select and use a range of communication forms (oral, graphic, written) and digital technologies	



UNIT 7

AGRICULTURE & CIVILIZATION

STRAND	ELABORATION
SCIENCE	
YEAR 9	
Science Understanding	
Biological Sciences	
<ul style="list-style-type: none"> • ACSSU176 / Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems 	<ul style="list-style-type: none"> • examining factors that affect population sizes such as seasonal changes, destruction of habitats, introduced species • considering how energy flows into and out of an ecosystem via the pathways of food webs, and how it must be replaced to maintain the sustainability of the system • investigating how ecosystems change as a result of events such as bushfires, drought and flooding
Science as Human Endeavour	
Nature & Development of science	
<ul style="list-style-type: none"> • ACSHE157 / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community 	<ul style="list-style-type: none"> • investigating how models can be used to predict the changes in populations due to environmental changes, such as the impact of flooding or fire on rabbit and kangaroo populations
Use and influence of science	
<ul style="list-style-type: none"> • ACSHE160 / People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions 	<ul style="list-style-type: none"> • considering the impacts of human activity on an ecosystem from a range of different perspectives



Science Inquiry Skills

Questioning & predicting

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| <ul style="list-style-type: none"> • AC SIS164 / Formulate questions or hypotheses that can be investigated scientifically | <ul style="list-style-type: none"> • using internet research to identify problems that can be investigated • evaluating information from secondary sources as part of the research process • revising and refining research questions to target specific information and data collection or finding a solution to the specific problem identified • developing ideas from students own or others' investigations and experiences to investigate further |
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Processing and analysing data and information

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| <ul style="list-style-type: none"> • AC SIS170 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence | <ul style="list-style-type: none"> • comparing conclusions with earlier predictions and reviewing scientific understanding where appropriate • suggesting more than one possible explanation of the data presented |
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Evaluating

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| <ul style="list-style-type: none"> • AC SIS171 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data | <ul style="list-style-type: none"> • identifying gaps or weaknesses in conclusions (their own or others) • identifying alternative explanations that are also consistent with the evidence |
| <ul style="list-style-type: none"> • AC SIS172 / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems | <ul style="list-style-type: none"> • Discussing what is meant by 'validity' and how we can evaluate the validity of information in secondary sources |

Communicating

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| <ul style="list-style-type: none"> • AC SIS174 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations | <ul style="list-style-type: none"> • presenting results and ideas using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions • using the internet to facilitate collaboration in joint projects and discussions |
|--|---|



YEAR 10	
Science Understanding	
Earth and space sciences	
<ul style="list-style-type: none"> • ACSSU189 / Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere 	<ul style="list-style-type: none"> • investigating how human activity affects global systems
Science as Human Endeavour	N/A
Science Inquiry Skills	
Questioning and predicting	
<ul style="list-style-type: none"> • AC SIS198 / Formulate questions or hypotheses that can be investigated scientifically 	<ul style="list-style-type: none"> • developing hypotheses based on well-developed models and theories • using internet research to identify problems that can be investigated • formulating questions that can be investigated within the scope of the classroom or field with available resources • developing ideas from students own or others' investigations and experiences to investigate further • evaluating information from secondary sources as part of the research process
Processing and analysing data and information	
<ul style="list-style-type: none"> • AC SIS203 / Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies 	<ul style="list-style-type: none"> • exploring relationships between variables using spreadsheets, databases, tables, charts, graphs and statistics
<ul style="list-style-type: none"> • AC SIS204 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence 	<ul style="list-style-type: none"> • Using primary and secondary scientific evidence to support or refute a conclusion • Constructing a scientific argument showing how their evidence supports their claim



Evaluating	
<ul style="list-style-type: none"> • AC SIS205 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data 	<ul style="list-style-type: none"> • evaluating the strength of a conclusion that can be inferred from a particular data set
Communicating	
<ul style="list-style-type: none"> • AC SIS208 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations 	<ul style="list-style-type: none"> • using the internet to facilitate collaboration in joint projects and discussions • constructing evidence based arguments and engaging in debate about scientific ideas • presenting results and ideas using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions

ENGLISH

YEAR 9

Language	
Language for Interaction	
<ul style="list-style-type: none"> • AC ELA1551 / Understand that roles and relationships are developed and challenged through language and interpersonal skills 	
Text structure and organisation	
<ul style="list-style-type: none"> • AC ELA1553 / Understand that authors innovate with text structures and language for specific purposes and effects 	<ul style="list-style-type: none"> • experimenting with ways to present personal viewpoints through innovating with texts
<ul style="list-style-type: none"> • AC ELA1770 / Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas 	<ul style="list-style-type: none"> • sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if'... 'then')
<ul style="list-style-type: none"> • AC ELA1556 / Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes 	
Expressing and Developing Ideas	
<ul style="list-style-type: none"> • AC ELA1557 / Explain how authors creatively use the structures of sentences and clauses for particular effects 	<ul style="list-style-type: none"> • identifying and analysing aspects of rhetoric in speeches drawn from contemporary and earlier contexts and students creating speeches of their own



<ul style="list-style-type: none"> • ACELA1559 / Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text 	<ul style="list-style-type: none"> • exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations
<ul style="list-style-type: none"> • ACELA1560 / Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning 	
<ul style="list-style-type: none"> • ACELA1561 / Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness 	<ul style="list-style-type: none"> • comparing and contrasting vocabulary choices in informative and narrative texts, considering how they are used to create precise information, abstract ideas and/or stylistic interpretations of texts • identifying examples of acronyms, abbreviations and proprietary words which are used creatively in texts
Literature	
Responding to literature	
<ul style="list-style-type: none"> • ACELT1635 / Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts 	<ul style="list-style-type: none"> • establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts
Literacy	
Texts in Context	
<ul style="list-style-type: none"> • ACELY1739 / Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts 	<ul style="list-style-type: none"> • comparing perspectives represented in texts from different times and places, including texts drawn from popular culture • identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts) • reflecting on the notion that all texts build on a body of prior texts in a culture • analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts, for example comparing and analysing perspectives about an Aboriginal and Torres Strait Islander issue reported in commercial media compared to public and Aboriginal and Torres Strait Islander media • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations



Interacting with others

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|--|---|
| <ul style="list-style-type: none"> • ACELY1740 / Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways | <ul style="list-style-type: none"> • comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations • identifying and commenting on omissions of information in different texts • exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives • understanding the role of intonation, pausing, combinations of clause and rhythm in spoken language and of punctuation |
| <ul style="list-style-type: none"> • ACELY1811 / Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects | <ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue • choosing vocabulary, spoken text and sentence structures for particular purposes and audiences • selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action |

Interpreting, analysing, evaluating

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|---|---|
| <ul style="list-style-type: none"> • ACELY1742 / Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts | <ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time • constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue • identifying whether two texts may share a common purpose or audience, for example a feature article on a particular website or in a particular newspaper • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples |
| <ul style="list-style-type: none"> • ACELY1743 / Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension | |



<ul style="list-style-type: none"> • ACELY1744 / Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time
<ul style="list-style-type: none"> • ACELY1745 / Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts 	<ul style="list-style-type: none"> • identifying or commenting on the author’s approaches and use of techniques, design, form and style
<p>Creating texts</p>	
<ul style="list-style-type: none"> • ACELY1746 / Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/ or audio features 	<ul style="list-style-type: none"> • presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such the importance of maintaining balance in the biosphere • creating informative and argumentative texts with explanations, details and evidence • following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument

YEAR 10

Language

Language for Interaction

<ul style="list-style-type: none"> • ACELA1564 / Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people 	<ul style="list-style-type: none"> • identifying language that seeks to align the listener or reader (for example ‘of course’, ‘obviously’, ‘as you can imagine’) • identifying references to shared assumptions • identifying appeals to shared cultural knowledge, values and beliefs • reflecting on experiences of when language includes, distances or marginalises others • creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)
<ul style="list-style-type: none"> • ACELA1565 / Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication 	<ul style="list-style-type: none"> • considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others • interpreting texts by drawing on knowledge of the historical context in which texts were created



Text structure and organisation

• **ACELA1566** / Compare the purposes, text structures and language features of traditional and contemporary texts in different media

• **ACELA1568** / Understand conventions for citing others, and how to reference these in different ways

• understanding who to cite in essays, reviews and academic assignments and when it is appropriate to use direct quotations or to report sources more generally

Expressing and developing ideas

• **ACELA1570** / Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction

• considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit and other information less so

• analysing how logical relations between ideas are built up by combining main with subordinate clauses indicating cause, result, manner, concession, condition, and so on

• noting how technicality allows for efficient reference to shared knowledge, indicating growing expertise in the field

• observing how abstraction allows for greater generalisation at a higher level

• **ACELA1572** / Evaluate the impact on audiences of different choices in the representation of still and moving images

• **ACELA1571** / Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences

• creating texts that demand complex processes of responding, for example the inclusion of symbolism in advertising, foreshadowing in documentary and irony in humorous texts

Literature

Literature and context

• **ACELT1639** / Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts

• investigating and analysing the ways cultural stories may be retold and adapted across a range of contexts

• imaginatively adapting texts from an earlier time or different social context for a new audience

• exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students own



Responding to Literature

<ul style="list-style-type: none"> • ACELT1640 / Reflect on, extend, endorse or refute others' interpretations of and responses to literature 	<ul style="list-style-type: none"> • determining, through debate, whether a text possesses universal qualities and remains relevant • presenting arguments based on close textual analysis to support an interpretation of a text • creating personal reading lists in a variety of genres and explain why the texts qualify for inclusion on a particular list • reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background
<ul style="list-style-type: none"> • ACELT1812 / Evaluate the social, moral and ethical positions represented in texts 	<ul style="list-style-type: none"> • identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue

Literacy

Texts in Context

<ul style="list-style-type: none"> • ACELY1749 / Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices 	<ul style="list-style-type: none"> • considering ethical positions across more than one culture as represented in text and consider the similarities and differences • questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations
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Interpreting, analysing, evaluating

<ul style="list-style-type: none"> • ACELY1753 / Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts 	<ul style="list-style-type: none"> • assessing the impact of hyperlinked text in a website's navigation • using appropriate metalanguage associated with digital technologies to analyse reading pathways on websites
<ul style="list-style-type: none"> • ACELY1754 / Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence 	



Creating Texts

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| <ul style="list-style-type: none"> • ACELY1756 / Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues | <ul style="list-style-type: none"> • presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument • creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied • exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia |
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HISTORY

YEAR 9

Historical Skills

Chronology, terms & concepts

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| <ul style="list-style-type: none"> • ACHHS164 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places | <ul style="list-style-type: none"> • representing the relationship between events in different times and places using interactive timelines |
| <ul style="list-style-type: none"> • ACHHS165 / Use historical terms and concepts | |

Historical questions and research

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| <ul style="list-style-type: none"> • ACHHS166 / Identify and select different kinds of questions about the past to inform historical inquiry | <ul style="list-style-type: none"> • developing questions about aspects of the past that require historical argument |
| <ul style="list-style-type: none"> • ACHHS167 / Evaluate and enhance these questions | |
| <ul style="list-style-type: none"> • ACHHS168 / Identify and locate relevant sources, using ICT and other methods | <ul style="list-style-type: none"> • locating historical sources from archives, museums and online collections |

Analysis and use of sources

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|--|---|
| <ul style="list-style-type: none"> • ACHHS169 / Identify the origin, purpose and context of primary and secondary sources | <ul style="list-style-type: none"> • explaining the contextual significance of a source |
| <ul style="list-style-type: none"> • ACHHS170 / Process and synthesise information from a range of sources for use as evidence in an historical argument | <ul style="list-style-type: none"> • graphing historical data to identify past trends and to draw conclusions about their significance |
| <ul style="list-style-type: none"> • ACHHS171 / Evaluate the reliability and usefulness of primary and secondary sources | <ul style="list-style-type: none"> • understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided, however it may still be useful in revealing past prevailing attitudes) |



Perspectives and interpretations	
• ACHHS172 / Identify and analyse the perspectives of people from the past	• investigating the role of human agency in historical events and developments
• ACHHS173 / Identify and analyse different historical interpretations (including their own)	• recognising that historical interpretations may be provisional
Explanation and communication	
• ACHHS174 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced	• developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available

YEAR 10

Historical Skills

Chronology, terms and concepts	
• ACHHS182 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places	• using interactive timelines to explore the various manifestations or effects of an event in different geographical locations
• ACHHS183 / Use historical terms and concepts	
Historical questions and research	
• ACHHS184 / Identify and select different kinds of questions about the past to inform historical inquiry	• changing a key question or related questions in an inquiry depending on the suitability of the sources available • developing questions about aspects of the past that require historical argument • identifying, planning and investigating (individually and as part of a team) specific historical questions or issues
• ACHHS185 / Evaluate and enhance these questions	• changing a key question or related questions in an inquiry depending on the suitability of the sources available
• ACHHS186 / Identify and locate relevant sources, using ICT and other methods	
Analysis and use of sources	
• ACHHS187 / Identify the origin, purpose and context of primary and secondary sources	
• ACHHS188 / Process and synthesise information from a range of sources for use as evidence in an historical argument	



<ul style="list-style-type: none"> • ACHHS189 / Evaluate the reliability and usefulness of primary and secondary sources 	<ul style="list-style-type: none"> • understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided and therefore of use in revealing past prevailing attitudes)
Perspectives and interpretations	
<ul style="list-style-type: none"> • ACHHS190 / Identify and analyse the perspectives of people from the past 	
<ul style="list-style-type: none"> • ACHHS191 / Identify and analyse different historical interpretations (including their own) 	
Explanation and communication	
<ul style="list-style-type: none"> • ACHHS192 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced 	<ul style="list-style-type: none"> • developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available
<ul style="list-style-type: none"> • ACHHS193 / Select and use a range of communication forms (oral, graphic, written) and digital technologies 	



UNIT 8

EXPANSION & INTERCONNECTION

STRAND	ELABORATION
SCIENCE	
YEAR 9	
Science Understanding	N/A
Science as Human Endeavour	
Nature & Development of science	
<ul style="list-style-type: none"> • ACSHE157 / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community 	<ul style="list-style-type: none"> • considering how ideas about disease transmission have changed from medieval time to the present as knowledge has developed
Science Inquiry Skills	
Processing and analysing data and information	
<ul style="list-style-type: none"> • AC SIS169 / Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies 	<ul style="list-style-type: none"> • describing sample properties (such as mean, median, range, large gaps visible on a graph) to predict characteristics of the larger population • designing and constructing appropriate graphs to represent data and analysing graphs for trends and patterns
<ul style="list-style-type: none"> • AC SIS170 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence 	<ul style="list-style-type: none"> • Comparing conclusions with earlier predictions and reviewing scientific understanding where appropriate • Suggesting more than one explanation of the data presented



Evaluating

- | | |
|--|---|
| <ul style="list-style-type: none"> • AC SIS171 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of data | <ul style="list-style-type: none"> • identifying gaps or weaknesses in conclusions (their own or those of others) • identifying alternative explanations that are also consistent with the evidence |
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Communicating

- | | |
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| <ul style="list-style-type: none"> • AC SIS174 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations | <ul style="list-style-type: none"> • using the internet to facilitate collaboration in joint projects and discussions |
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YEAR 10

Science Understanding

N/A

Science as Human Endeavour

N/A

Science Inquiry Skills

Questioning and predicting

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|--|--|
| <ul style="list-style-type: none"> • AC SIS198 / Formulate questions or hypotheses that can be investigated scientifically | <ul style="list-style-type: none"> • developing hypotheses based on well-developed models and theories • using internet research to identify problems that can be investigated • developing ideas from students own or others' investigations and experiences to investigate further • evaluating information from secondary sources as part of the research process |
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Processing and analysing data and information

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|--|---|
| <ul style="list-style-type: none"> • AC SIS203 / Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies | <ul style="list-style-type: none"> • using spreadsheets to present data in tables and graphical forms and to carry out mathematical analyses on data • describing sample properties (such as mean, median, range, large gaps visible on a graph) to predict characteristics of the larger population, acknowledging uncertainties and the effects of outliers • exploring relationships between variables using spreadsheet, databases, table, charts, graphs and statistics |
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Evaluating	
<ul style="list-style-type: none"> • AC SIS205 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of data 	<ul style="list-style-type: none"> • evaluating the strength of a conclusion that can be inferred from a particular data set • identifying alternate explanations that are also consistent with the evidence
Communicating	
<ul style="list-style-type: none"> • AC SIS208 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations 	<ul style="list-style-type: none"> • using the internet to facilitate collaboration in joint projects and discussions • constructing evidence based arguments and engaging in debate about scientific ideas

ENGLISH

YEAR 9

Language

Language for Interaction

- **AC ELA1551** / Understand that roles and relationships are developed and challenged through language and interpersonal skills

Text structure and organisation

- **AC ELA1553** / Understand that authors innovate with text structures and language for specific purposes and effects

- **AC ELA1770** / Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas

Expressing and Developing Ideas

- **AC ELA1559** / Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text

- experimenting with ways to present personal viewpoints through innovating with texts

- sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if... 'then')

- exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations



Literature

Literature and Context

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|--|--|
| <ul style="list-style-type: none"> • ACELT1633 / Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts | <ul style="list-style-type: none"> • exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students own • exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students own • reviewing historical fiction or nonfiction written by and about the peoples of Asia • analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues |
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Responding to literature

- | | |
|--|---|
| <ul style="list-style-type: none"> • ACELT1635 / Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts | <ul style="list-style-type: none"> • establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts |
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Examining Literature

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| <ul style="list-style-type: none"> • ACELT1636 / Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style | |
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Literacy

Texts in Context



- **ACELY1739** / Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts

- comparing perspectives represented in texts from different times and places, including texts drawn from popular culture
- identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts)
- reflecting on the notion that all texts build on a body of prior texts in a culture
- analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts, for example comparing and analysing perspectives about an Aboriginal and Torres Strait Islander issue reported in commercial media compared to public and Aboriginal and Torres Strait Islander media
- analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations

Interacting with others

- **ACELY1740** / Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways

- comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations
- identifying and commenting on omissions of information in different texts
- exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives

Interpreting, analyzing, evaluating

- **ACELY1742** / Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts

- constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue
- identifying whether two texts may share a common purpose or audience, for example a feature article on a particular website or in a particular newspaper
- analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples

- **ACELY1743** / Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension

- **ACELY1744** / Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts



<ul style="list-style-type: none"> • ACELY1745 / Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts 	<ul style="list-style-type: none"> • identifying or commenting on the author's approaches and use of techniques, design, form and style
Creating texts	
<ul style="list-style-type: none"> • ACELY1746 / Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features 	<ul style="list-style-type: none"> • presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such as the importance of maintaining balance in the biosphere • creating imaginative texts with main ideas developed through the interconnections of plot, settings, characters, the changing of chronological order, foreshadowing in written, spoken and digital texts • creating informative and argumentative texts with explanations, details and evidence • following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument

YEAR 10**Language****Language for Interaction**

<ul style="list-style-type: none"> • ACELA1564 / Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people 	<ul style="list-style-type: none"> • identifying language that seeks to align the listener or reader (for example 'of course', 'obviously', 'as you can imagine') • identifying the use of first person 'I', 'we' and second person pronouns 'you' to distance or involve the audience, for example in a speech made to a local cultural community • identifying references to shared assumptions • identifying appeals to shared cultural knowledge, values and beliefs • reflecting on experiences of when language includes, distances or marginalises others • creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)
<ul style="list-style-type: none"> • ACELA1565 / Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication 	<ul style="list-style-type: none"> • considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others • interpreting texts by drawing on knowledge of the historical context in which texts were created

Text Structure and organisation

<ul style="list-style-type: none"> • ACELA1568 / Understand conventions for citing others, and how to reference these in different ways 	<ul style="list-style-type: none"> • understanding who to cite in essays, reviews and academic assignments and when it is appropriate to use direct quotations or to report sources more generally
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Expressing and developing ideas

- | | |
|---|---|
| <ul style="list-style-type: none"> • ACELA1570 / Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction | <ul style="list-style-type: none"> • considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit and other information less so • analysing how logical relations between ideas are built up by combining main with subordinate clauses indicating cause, result, manner, concession, condition, and so on • noting how technicality allows for efficient reference to shared knowledge, indicating growing expertise in the field • observing how abstraction allows for greater generalisation at a higher level (for example, 'the political, religious, social and economic features of the society' — which is an abstract noun group/phrase) |
|---|---|

Literature

Literature and context

- | | |
|--|--|
| <ul style="list-style-type: none"> • ACELT1639 / Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts | <ul style="list-style-type: none"> • exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students own |
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Responding to Literature

- | | |
|---|---|
| <ul style="list-style-type: none"> • ACELT1640 / Reflect on, extend, endorse or refute others' interpretations of and responses to literature | <ul style="list-style-type: none"> • determining, through debate, whether a text possesses universal qualities and remains relevant • reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background |
| <ul style="list-style-type: none"> • ACELT1812 / Evaluate the social, moral and ethical positions represented in texts | <ul style="list-style-type: none"> • identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue |

Literacy

Texts in Context

- | | |
|--|---|
| <ul style="list-style-type: none"> • ACELY1749 / Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices | <ul style="list-style-type: none"> • considering ethical positions across more than one culture as represented in text and consider the similarities and differences • questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations • identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons • analysing the ways socio-cultural values, attitudes and beliefs are presented in texts by comparing the ways news is reported in commercial media and Aboriginal and Torres Strait Islander media |
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Interacting with others	
<ul style="list-style-type: none"> • ACELY1750 / Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage 	<ul style="list-style-type: none"> • identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes • selecting subject matter and language to position readers to accept representations of people, events, ideas and information
<ul style="list-style-type: none"> • ACELY1813 / Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences 	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, activating prior knowledge to assess the credibility of a speaker's assertions, and summarising alternative views on an issue • choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language devices such as evaluative language, cause and effect, anecdotes and humour for particular effects • adapting voice effects, such as tone, volume, pitch, pauses and change of pace, for their specific effects such as putting forward a point of view or attempting to persuade an audience to a course of action
Interpreting, analysing, evaluating	
<ul style="list-style-type: none"> • ACELY1752 / Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences 	<ul style="list-style-type: none"> • skim reading sections of a persuasive text to identify the main contention, key arguments in linked paragraphs and supporting evidence in order to locate points for building rebuttal or counter argument
<ul style="list-style-type: none"> • ACELY1753 / Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts 	<ul style="list-style-type: none"> • assessing the impact of hyperlinked text in a website's navigation • using appropriate metalanguage associated with digital technologies to analyse reading pathways on websites
<ul style="list-style-type: none"> • ACELY1754 / Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence 	
Creating Texts	
<ul style="list-style-type: none"> • ACELY1756 / Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues 	<ul style="list-style-type: none"> • presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument



HISTORY

YEAR 9

Historical Knowledge and Understanding

Making a Better World?

Progressive ideas and movements (1750 – 1918)

• **ACDSEH019** / 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

• explaining why an idea emerged and the basis of that idea

• **ACDSEH086** / The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism

• **ACDSEH087** / 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

Movement of peoples (1750 – 1901)

• **ACDSEH085** / The short and long-term impacts of the movement of peoples during this period

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

Historical Skills

Chronology, terms & concepts

• **ACHHS164** / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places

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

• **ACHHS165** / Use historical terms and concepts

Historical questions and research

• **ACHHS166** / Identify and select different kinds of questions about the past to inform historical inquiry

• developing questions about aspects of the past that require historical argument

• **ACHHS167** / Evaluate and enhance these questions

• **ACHHS168** / Identify and locate relevant sources, using ICT and other methods

• locating historical sources from archives, museums and online collections



Analysis and use of sources

• ACHHS169 / Identify the origin, purpose and context of primary and secondary sources	
• ACHHS170 / Process and synthesise information from a range of sources for use as evidence in an historical argument	
• ACHHS171 / Evaluate the reliability and usefulness of primary and secondary sources	• understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided, however it may still be useful in revealing past prevailing attitudes)

Perspectives and interpretations

• ACHHS172 / Identify and analyse the perspectives of people from the past	• investigating the role of human agency in historical events and developments
• ACHHS173 / Identify and analyse different historical interpretations (including their own)	

Explanation and communication

• ACHHS174 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced	• developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available
• ACHHS175 / Select and use a range of communication forms (oral, graphic, written) and digital technologies	• using online conferencing and other forms of ICT to discuss historical questions and issues

YEAR 10

Historical Knowledge and Understanding

The Modern World and Australia

The Globalising World – The Environmental Movement (1960's-present)

• ACDSEH125 / The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade	
• ACDSEH126 / 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', concept of 'sustainability', concept of 'rights of nature')	• explaining the significance of ideas about the environment (for example Gaia – the interaction of Earth and its biosphere; limits of growth – that unlimited growth is unsustainable; sustainability – that biological systems need to remain diverse and productive over time; and rights of nature – recognition that humans and their natural environment are closely interrelated)



Historical Skills

Chronology, terms & concepts

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| <ul style="list-style-type: none"> • ACHHS182 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places | <ul style="list-style-type: none"> • using interactive timelines to explore the various manifestations or effects of an event in different geographical locations |
| <ul style="list-style-type: none"> • ACHHS183 / Use historical terms and concepts | |

Historical questions and research

- | | |
|--|---|
| <ul style="list-style-type: none"> • ACHHS184 / Identify and select different kinds of questions about the past to inform historical inquiry | <ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available • developing questions about aspects of the past that require historical argument • identifying, planning and investigating (individually and as part of a team) specific historical questions or issues |
| <ul style="list-style-type: none"> • ACHHS185 / Evaluate and enhance these questions | <ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available |

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| <ul style="list-style-type: none"> • ACHHS186 / Identify and locate relevant sources, using ICT and other methods | |
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Analysis and use of sources

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|---|--|
| <ul style="list-style-type: none"> • ACHHS187 / Identify the origin, purpose and context of primary and secondary sources | |
| <ul style="list-style-type: none"> • ACHHS 188 / Process and synthesise information from a range of sources for use as evidence in an historical argument | |
| <ul style="list-style-type: none"> • ACHHS189 / Evaluate the reliability and usefulness of primary and secondary sources | <ul style="list-style-type: none"> • understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided and therefore of use in revealing past prevailing attitudes) |

Perspectives and interpretations

- | | |
|---|--|
| <ul style="list-style-type: none"> • ACHHS190 / Identify and analyse the perspectives of people from the past | |
| <ul style="list-style-type: none"> • ACHHS191 / Identify and analyse different historical interpretations (including their own) | |



Explanation and communication

- | | |
|--|--|
| <ul style="list-style-type: none">• ACHHS192 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced | <ul style="list-style-type: none">• developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available |
| <ul style="list-style-type: none">• ACHHS193 / Select and use a range of communication forms (oral, graphic, written) and digital technologies | |



UNIT 9

ACCELERATION

STRAND	ELABORATION
SCIENCE	
YEAR 9	
Science Understanding	N/A
Science as Human Endeavour	
Nature & Development of science	
<ul style="list-style-type: none"> • ACSHE157 / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community 	<ul style="list-style-type: none"> • considering how ideas about disease transmission have changed from medieval times to the present as knowledge developed • investigating how models can be used to predict the changes in populations due to environmental changes, such as the impact of flooding or fire on rabbit or kangaroo populations
<ul style="list-style-type: none"> • ACSHE158 / Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries 	<ul style="list-style-type: none"> • Considering how the development of imaging technologies have improved our understanding of the functions and interactions of body systems
Use and influence of science	
<ul style="list-style-type: none"> • ACSHE160 / People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions 	<ul style="list-style-type: none"> • evaluating claims relating to products such as electrical devices, fuels, indigestions tablets • considering the impacts of human activity on an ecosystem from a range of different perspectives
<ul style="list-style-type: none"> • ACSHE161 / Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities 	<ul style="list-style-type: none"> • Investigating how technologies using electromagnetic radiation are used in medicine, such as in the detection and treatment of cancer • Investigating the use of nanotechnology in medicine, such as the delivery of pharmaceuticals • Considering the impact of technological advances developed in Australia, such as the cochlear implant and bionic eye • Considering how communication methods are influenced by new mobile technologies that rely on electromagnetic radiation



• **ACSHE228** / The values and needs of contemporary society can influence the focus of scientific research

- Considering how technologies have been developed to meet the increasing needs for mobile communication
- Investigating how scientific and technological advances have been applied to minimising pollution from industry
- Considering how choices related to the use of fuels are influenced by environmental considerations
- Investigating the work of Australian scientists such as Fiona Wood and Marie Stoner on artificial skin

Science Inquiry Skills

Evaluating

• **AC SIS172** / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems

- describing how scientific arguments are used to make decisions regarding personal and community issues

Communicating

• **AC SIS174** / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

- using the internet to facilitate collaboration in joint projects and discussions

YEAR 10

Science Understanding

Earth and space sciences

• **ACSSU189** / Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere

- investigating how human activity affects global systems
- explaining the causes and effects of the greenhouse effect
- investigating the effect of climate change on sea levels and biodiversity
- considering the long-term effects of loss of biodiversity
- investigating currently occurring changes to permafrost and sea ice and the impacts of these changes



Physical Sciences

Science as Human Endeavour

Nature and development of science

- | | |
|--|---|
| <ul style="list-style-type: none"> • ACSHE191 / Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community | <ul style="list-style-type: none"> • investigating the history and impact of developments in genetic knowledge • considering the role of science in identifying and explaining the causes of climate change |
| <ul style="list-style-type: none"> • ACSHE192 / Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries | <ul style="list-style-type: none"> • Recognising that the development of fast computers has made possible the analysis of DNA sequencing, radio astronomy signals and other data • Considering how computer modelling has improved knowledge and predictability of phenomena such as climate change and atmospheric pollution |

Use and influence of science

- | | |
|---|---|
| <ul style="list-style-type: none"> • ACSHE194 / People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions | <ul style="list-style-type: none"> • considering the scientific knowledge used in discussions relating to climate change • evaluating claims relating to environmental footprints |
| <ul style="list-style-type: none"> • ACSHE195 / Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities | <ul style="list-style-type: none"> • Considering how the computing requirements in many areas of modern science depend on people working in the area of information technology • Investigating the applications of gene technologies such as gene therapy and genetic engineering • Recognising that scientific developments in areas such as sustainable transport and low-emissions electrical generation require people working in a range of fields of science, engineering and technology |
| <ul style="list-style-type: none"> • ACSHE230 / The values and needs of contemporary society can influence the focus of scientific research | <ul style="list-style-type: none"> • Investigating technologies associated with the reduction of carbon pollution, such as carbon capture • Considering innovative energy transfer devices, including those used in transport and communication • Investigating the use and control of CFC's based on scientific studies of atmospheric ozone • Recognising that financial backing from governments or commercial organisations is required for scientific developments and this can determines what research is carried out • Considering the use of genetic testing for decisions such as genetic counselling, embryo selection, identification of carriers of genetic mutations and the use of information for personal use or by organisations such as insurance companies or medical facilities |



Science Inquiry Skills

Questioning and predicting

- **AC SIS198** / Formulate questions or hypotheses that can be investigated scientifically
- evaluating information from secondary sources as part of the research process

Evaluating

- **AC SIS206** / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems
- describing how scientific arguments as well as ethical, economic and social arguments, are used to make decisions regarding personal and community issues

Communicating

- **AC SIS208** / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations
- using the internet to facilitate collaboration in joint projects and discussions
- constructing evidence based arguments and engaging in debate about scientific ideas

ENGLISH

YEAR 9

Language

Language for Interaction

- **AC ELA1551** / Understand that roles and relationships are developed and challenged through language and interpersonal skills

Text structure and organisation

- **AC ELA1553** / Understand that authors innovate with text structures and language for specific purposes and effects

- **AC ELA1770** / Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas

- sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if'... 'then')

Expressing and Developing Ideas

- **AC ELA1559** / Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text

- exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations

- **AC ELA1560** / Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning



• **ACELA1561** / Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness

- comparing and contrasting vocabulary choices in informative and narrative texts, considering how they are used to create precise information, abstract ideas and/or stylistic interpretations of texts
- identifying examples of acronyms, abbreviations and proprietary words which are used creatively in texts

Literature

Literature and Context

• **ACELT1633** / Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts

- exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students own

Responding to literature

• **ACELT1771** / Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text

- interrogating and making judgments about a text, comparing others' ideas against the students own and reaching an independent decision or shared consensus about the interpretations and ideas expressed

• **ACELT1635** / Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts

- establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts

Literacy

Interacting with others

• **ACELY1740** / Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways

- comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations
- identifying and commenting on omissions of information in different texts
- exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives



Interpreting, analyzing, evaluating

<ul style="list-style-type: none"> • ACELY1742 / Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time • constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples
<ul style="list-style-type: none"> • ACELY1743 / Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension 	
<ul style="list-style-type: none"> • ACELY1744 / Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses, for example the changing of chronological order, or the expansion and compression of time
<ul style="list-style-type: none"> • ACELY1745 / Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts 	<ul style="list-style-type: none"> • identifying or commenting on the author's approaches and use of techniques, design, form and style

Creating texts

<ul style="list-style-type: none"> • ACELY1746 / Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features 	<ul style="list-style-type: none"> • presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such the importance of maintaining balance in the biosphere • creating informative and argumentative texts with explanations, details and evidence • following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument
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YEAR 10

Language

Language for Interaction

- | | |
|---|---|
| <ul style="list-style-type: none"> • ACELA1564 / Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people | <ul style="list-style-type: none"> • identifying references to shared assumptions • identifying appeals to shared cultural knowledge, values and beliefs • reflecting on experiences of when language includes, distances or marginalises others |
| <ul style="list-style-type: none"> • ACELA1565 / Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication | <ul style="list-style-type: none"> • considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others • interpreting texts by drawing on knowledge of the historical context in which texts were created |

Text structure and organisation

- | | |
|---|---|
| <ul style="list-style-type: none"> • ACELA1568 / Understand conventions for citing others, and how to reference these in different ways | <ul style="list-style-type: none"> • understanding who to cite in essays, reviews and academic assignments and when it is appropriate to use direct quotations or to report sources more generally |
|---|---|

Expressing and developing ideas

- | | |
|---|---|
| <ul style="list-style-type: none"> • ACELA1570 / Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction | <ul style="list-style-type: none"> • considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit and other information less so • analysing how logical relations between ideas are built up by combining main with subordinate clauses indicating cause, result, manner, concession, condition, and so on • noting how technicality allows for efficient reference to shared knowledge, indicating growing expertise in the field • observing how abstraction allows for greater generalisation at a higher level (for example, 'the political, religious, social and economic features of the society' — which is an abstract noun group/phrase) |
| <ul style="list-style-type: none"> • ACELA1572 / Evaluate the impact on audiences of different choices in the representation of still and moving images | |



Literature	
Literature and context	
<ul style="list-style-type: none"> • ACELT1639 / Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts 	<ul style="list-style-type: none"> • imaginatively adapting texts from an earlier time or different social context for a new audience • exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and ties different from the students own
Responding to Literature	
<ul style="list-style-type: none"> • ACELT1640 / Reflect on, extend, endorse or refute others' interpretations of and responses to literature 	<ul style="list-style-type: none"> • determining, through debate, whether a text possesses universal qualities and remains relevant • presenting arguments based on close textual analysis to support an interpretation of a text • creating personal reading lists in a variety of genres and explain why the texts qualify for inclusion on a particular list • reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background
<ul style="list-style-type: none"> • ACELT1812 / Evaluate the social, moral and ethical positions represented in texts 	<ul style="list-style-type: none"> • identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue
Literacy	
Texts in Context	
<ul style="list-style-type: none"> • ACELY1749 / Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices 	<ul style="list-style-type: none"> • considering ethical positions across more than one culture as represented in text and consider the similarities and differences • questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations
Interacting with others	
<ul style="list-style-type: none"> • ACELY1750 / Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage 	<ul style="list-style-type: none"> • identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes • applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts • selecting subject matter and language to position readers to accept representations of people, events, ideas and information



Interpreting, analysing, evaluating

<ul style="list-style-type: none"> • ACELY1752 / Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences 	<ul style="list-style-type: none"> • skim reading sections of a persuasive text to identify the main contention, key arguments in linked paragraphs and supporting evidence in order to locate points for building rebuttal or counter argument
<ul style="list-style-type: none"> • ACELY1753 / Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts 	<ul style="list-style-type: none"> • assessing the impact of hyperlinked text in a website's navigation • using appropriate metalanguage associated with digital technologies to analyse reading pathways on websites
<ul style="list-style-type: none"> • ACELY1754 / Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence 	

Creating Texts

<ul style="list-style-type: none"> • ACELY1756 / Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues 	<ul style="list-style-type: none"> • presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument • creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied • exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia
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HISTORY

YEAR 9

Historical Knowledge and Understanding

1. Making a Better World?



The Industrial Revolution	
<ul style="list-style-type: none"> • ACDSEH017 / 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 	<ul style="list-style-type: none"> • mapping the British Empire c.1800 CE and the raw materials it obtained from colonies (for example sugar from Jamaica, wool from Australia, and cotton from India) • explaining changes in technology (for example steam-driven spinning mills, railways and steam ships) which led to factories and cities • identifying the spread of innovations such as steam power; iron and steel production; transport; and chemicals in Europe, USA and Japan
<ul style="list-style-type: none"> • ACDSEH080 / The population movements and changing settlement patterns during this period 	<ul style="list-style-type: none"> • describing the growth of cities as men, women and children moved to the cities to find employment • investigating changes to the cities and landscape in European countries and Australia as the Industrial Revolution continued to develop, using photos (for example those that were taken as the Eiffel Tower was being constructed using iron)
<ul style="list-style-type: none"> • ACDSEH081 / The experiences of men, women and children during the Industrial Revolution, and their changing way of life 	<ul style="list-style-type: none"> • describing the impact of steam, gas and electricity on people's way of life during the Industrial Revolution • investigating the changes in working conditions (for example longer working hours for low pay and the use of children as a cheap source of labour)
<ul style="list-style-type: none"> • ACDSEH082 / The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication 	<ul style="list-style-type: none"> • describing the impact of factories, mines and cities on the environment, and on population growth and distribution • outlining the growth of trade unions as a response to the impacts of the Industrial Revolution
Progressive ideas and movements (1750 – 1918)	
<ul style="list-style-type: none"> • ACDSEH019 / 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 	<ul style="list-style-type: none"> • explaining why an idea emerged and the basis of that idea
<ul style="list-style-type: none"> • ACDSEH086 / The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism 	
<ul style="list-style-type: none"> • ACDSEH087 / 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 	
<ul style="list-style-type: none"> • ACDSEH088 / The short and long-term impacts of ONE of these ideas on Australia and the world 	



Movement of peoples (1750 — 1901)

- **ACDSEH085** / The short and long-term impacts of the movement of peoples during this period

2.Australia and Asia

Asia and the World

- **ACDSEH093** / The key features (social, cultural, economic, political) of ONE Asian society (such as China, Japan, India, Dutch East Indies, India) at the start of the period
- **ACDSEH094** / Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s)
- **ACDSEH142** / 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

Historical Skills

Chronology, terms & concepts

- **ACHHS164** / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
 - representing the relationship between events in different times and places using interactive timelines
 - placing key events in sequence and identifying parts of the world that were involved in, or affected by, those events
- **ACHHS165** / Use historical terms and concepts
 - defining and using concepts such as ‘imperialism’, ‘nationalism’, ‘evolution’, ‘evidence’

Historical questions and research

- **ACHHS166** / Identify and select different kinds of questions about the past to inform historical inquiry
 - developing questions about aspects of the past that require historical argument
- **ACHHS167** / Evaluate and enhance these questions
 - developing an inquiry question such as: ‘What were the effects of the Industrial Revolution?’ and refining it as further factors are introduced into the research process
- **ACHHS168** / Identify and locate relevant sources, using ICT and other methods

Analysis and use of sources

- **ACHHS170** / Process and synthesise information from a range of sources for use as evidence in an historical argument



• ACHHS171 / Evaluate the reliability and usefulness of primary and secondary sources	• understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided, however it may still be useful in revealing past prevailing attitudes)
Perspectives and interpretations	
• ACHHS172 / Identify and analyse the perspectives of people from the past	• investigating the role of human agency in historical events and developments
• ACHHS173 / Identify and analyse different historical interpretations (including their own)	• recognising that historical interpretations may be provisional
Explanation and communication	
• ACHHS174 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced	• developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available
• ACHHS175 / Select and use a range of communication forms (oral, graphic, written) and digital technologies	• using online conferencing and other forms of ICT to discuss historical questions and issues

YEAR 10**The Modern World and Australia****World War II (1939 – 45)**

• ACDSEH107 / An examination of significant events of World War II, including the Holocaust and use of the atomic bomb	• investigating the scale and significance of the Holocaust, using primary sources • explaining the race to build the atomic bomb (by Germany, Japan, the US) and why the atomic bombs were dropped on Hiroshima and Nagasaki
• ACDSEH110 / The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia	

The globalising world**The environment movement (1960s – present)**

• ACDSEH125 / The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade	• investigating the impact of early texts that warned about environmental change
Historical Knowledge and Understanding	N/A

Historical Skills

Chronology, terms and concepts	
<ul style="list-style-type: none"> • ACHHS182 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places 	<ul style="list-style-type: none"> • using interactive timelines to explore the various manifestations or effects of an event in different geographical locations
<ul style="list-style-type: none"> • ACHHS183 / Use historical terms and concepts 	
Historical questions and research	
<ul style="list-style-type: none"> • ACHHS184 / Identify and select different kinds of questions about the past to inform historical inquiry 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available • developing questions about aspects of the past that require historical argument • identifying, planning and investigating (individually and as part of a team) specific historical questions or issues
<ul style="list-style-type: none"> • ACHHS185 / Evaluate and enhance these questions 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available
<ul style="list-style-type: none"> • ACHHS186 / Identify and locate relevant sources, using ICT and other methods 	
Analysis and use of sources	
<ul style="list-style-type: none"> • ACHHS187 / Identify the origin, purpose and context of primary and secondary sources 	
<ul style="list-style-type: none"> • ACHHS188 / Process and synthesise information from a range of sources for use as evidence in an historical argument 	
<ul style="list-style-type: none"> • ACHHS189 / Evaluate the reliability and usefulness of primary and secondary sources 	<ul style="list-style-type: none"> • understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided and therefore of use in revealing past prevailing attitudes)
Perspectives and interpretations	
<ul style="list-style-type: none"> • ACHHS190 / Identify and analyse the perspectives of people from the past 	
<ul style="list-style-type: none"> • ACHHS191 / Identify and analyse different historical interpretations (including their own) 	
Explanation and communication	
<ul style="list-style-type: none"> • ACHHS192 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced 	<ul style="list-style-type: none"> • developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available
<ul style="list-style-type: none"> • ACHHS193 / Select and use a range of communication forms (oral, graphic, written) and digital technologies 	



UNIT 10

THE FUTURE

STRAND	ELABORATION
SCIENCE	
YEAR 9	
Science Understanding	N/A
Science as Human Endeavour	N/A
Science Inquiry Skills	
Questioning & predicting	
<ul style="list-style-type: none"> • AC SIS164 / Formulate questions or hypotheses that can be investigated scientifically 	<ul style="list-style-type: none"> • using internet research to identify problems that can be investigated • evaluating information from secondary sources as part of the research process • developing ideas from students own or others' investigations and experiences to investigate further
Processing and analysing data and information	
<ul style="list-style-type: none"> • AC SIS169 / Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies 	<ul style="list-style-type: none"> • designing and constructing appropriate graphs to represent data and analysing graphs for trends and patterns
<ul style="list-style-type: none"> • AC SIS170 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence 	<ul style="list-style-type: none"> • Comparing conclusions with earlier predictions and reviewing scientific understanding where appropriate • Suggesting more than one possible explanation of the data presented
Evaluating	
<ul style="list-style-type: none"> • AC SIS171 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe ways to improve the quality of data 	<ul style="list-style-type: none"> • identifying gaps or weaknesses in conclusions (their own or those of others) • identifying alternate explanations that are also consistent with the evidence
<ul style="list-style-type: none"> • AC SIS172 / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems 	<ul style="list-style-type: none"> • Discussing what is meant by 'validity' and how we can evaluate the validity of information in secondary sources



Communicating	
<ul style="list-style-type: none"> • AC SIS174 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations 	<ul style="list-style-type: none"> • using the internet to facilitate collaboration in joint projects and discussions
YEAR 10	
Science Understanding	N/A
Science as Human Endeavour	N/A
Science Inquiry Skills	
Questioning and predicting	
<ul style="list-style-type: none"> • AC SIS198 / Formulate questions or hypotheses that can be investigated scientifically 	<ul style="list-style-type: none"> • developing hypotheses based on well-developed models and theories • developing ideas from students own or others' investigations and experiences to investigate further • evaluating information from secondary sources as part of the research process
Processing and analysing data and information	
<ul style="list-style-type: none"> • AC SIS204 / Use knowledge of scientific concepts to draw conclusions that are consistent with evidence 	<ul style="list-style-type: none"> • using primary and secondary scientific evidence to support or refute a conclusion • constructing a scientific argument showing how their evidence support their claim
Evaluating	
<ul style="list-style-type: none"> • AC SIS205 / Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data 	<ul style="list-style-type: none"> • evaluating the strength of a conclusion that can be inferred from a particular data set • identifying alternative explanations that are also consistent with the evidence
<ul style="list-style-type: none"> • AC SIS206 / Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems 	<ul style="list-style-type: none"> • Describing how scientific arguments, as well as ethical, economic and social arguments, are used to make decisions regarding personal and community issues
Communicating	
<ul style="list-style-type: none"> • AC SIS208 / Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations 	<ul style="list-style-type: none"> • using the internet to facilitate collaboration in joint projects and discussions • constructing evidence based arguments and engaging in debate about scientific ideas



ENGLISH

YEAR 9

Language

Language for Interaction

- **ACELA1551** / Understand that roles and relationships are developed and challenged through language and interpersonal skills
- **ACELA1552** / Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor

Text structure and organisation

- **ACELA1553** / Understand that authors innovate with text structures and language for specific purposes and effects
- experimenting with ways to present personal viewpoints through innovating with texts

Expressing and Developing Ideas

Literature

Literature and context

- **ACELT1633** / Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts
- exploring and reflecting on representations of values in literature drawn from cultures and times different from the students' own
- exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students own
- reviewing historical fiction or nonfiction written by and about the peoples of Asia
- analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues

Responding to literature

- **ACELT1635** / Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts
- establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts



Literacy

Texts in Context

- | | |
|--|---|
| <ul style="list-style-type: none"> • ACELY1739 / Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts | <ul style="list-style-type: none"> • comparing perspectives represented in texts from different times and places, including texts drawn from popular culture • identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts) • reflecting on the notion that all texts build on a body of prior texts in a culture • analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts, for example comparing and analysing perspectives about an Aboriginal and Torres Strait Islander issue reported in commercial media compared to public and Aboriginal and Torres Strait Islander media • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations |
|--|---|

Interacting with others

- | | |
|--|--|
| <ul style="list-style-type: none"> • ACELY1811 / Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects | <ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue • choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs • selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action |
|--|--|



Interpreting, analyzing, evaluating

<ul style="list-style-type: none"> • ACELY1742 / Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts 	<ul style="list-style-type: none"> • debating the reliability of the coverage in a range of news media of a contentious issue • evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time • constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue • identifying whether two texts may share a common purpose or audience, for example a feature article on a particular website or in a particular newspaper • analysing how issues are debated and reported in the media in different countries, and the possible reasons for this • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples
<ul style="list-style-type: none"> • ACELY1743 / Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension 	
<ul style="list-style-type: none"> • ACELY1744 / Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts 	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time
<ul style="list-style-type: none"> • ACELY1745 / Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts 	<ul style="list-style-type: none"> • identifying or commenting on the author's approaches and use of techniques, design, form and style

Creating texts

<ul style="list-style-type: none"> • ACELY1746 / Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features 	<ul style="list-style-type: none"> • presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such as the importance of maintaining balance in the biosphere • creating informative and argumentative texts with explanations, details and evidence • following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument
<ul style="list-style-type: none"> • ACELY1748 / Use a range of software, including word processing programs, flexibly and imaginatively to publish texts 	<ul style="list-style-type: none"> • applying word processing functions, for example outlining, standard styles and indexing



YEAR 10

Language

Language for Interaction

<ul style="list-style-type: none"> • ACELA1564 / Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people 	<ul style="list-style-type: none"> • identifying language that seeks to align the listener or reader (for example 'of course', 'obviously', 'as you can imagine') • identifying the use of first person 'I', 'we' and second person pronouns 'you' to distance or involve the audience, for example in a speech made to a local cultural community • identifying references to shared assumptions • identifying appeals to shared cultural knowledge, values and beliefs • reflecting on experiences of when language includes, distances or marginalises others • creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)
<ul style="list-style-type: none"> • ACELA1565 / Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication 	<ul style="list-style-type: none"> • considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others • interpreting texts by drawing on knowledge of the historical context in which texts were created

Text structure and organisation

<ul style="list-style-type: none"> • ACELA1567 / Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects 	<ul style="list-style-type: none"> • analysing and experimenting with combinations of graphics, text and sound in the production of multimodal texts such as documentaries, media reports, online magazines and digital books
<ul style="list-style-type: none"> • ACELA1568 / Understand conventions for citing others, and how to reference these in different ways 	<ul style="list-style-type: none"> • understanding who to cite in essays, reviews and academic assignments and when it is appropriate to use direct quotations or to report sources more generally

Expressing and developing ideas

<ul style="list-style-type: none"> • ACELA1571 / Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences 	<ul style="list-style-type: none"> • creating texts that demand complex processes of responding, for example the inclusion of symbolism in advertising, foreshadowing in documentary and irony in humorous texts
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Literature	
Literature and context	
<ul style="list-style-type: none"> • ACELT1639 / Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts 	<ul style="list-style-type: none"> • imaginatively adapting texts from an earlier time or different social context for a new audience • exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students own
Responding to Literature	
<ul style="list-style-type: none"> • ACELT1640 / Reflect on, extend, endorse or refute others' interpretations of and responses to literature 	<ul style="list-style-type: none"> • determining, through debate, whether a text possesses universal qualities and remains relevant • presenting arguments based on close textual analysis to support an interpretation of a text, • creating personal reading lists in a variety of genres and explain why the texts qualify for inclusion on a particular list • reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background
<ul style="list-style-type: none"> • ACELT1812 / Evaluate the social, moral and ethical positions represented in texts 	<ul style="list-style-type: none"> • identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue
Examining Literature	
<ul style="list-style-type: none"> • ACELT1774 / Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts 	
Creating Literature	
<ul style="list-style-type: none"> • ACELT1814 / Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts 	<ul style="list-style-type: none"> • creating texts which draw on students' experience of other texts and which have a personal aesthetic appeal • reflect on the authors who have influenced students own aesthetic style and evaluate their impact
<ul style="list-style-type: none"> • ACELT1815 / Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience 	<ul style="list-style-type: none"> • creating a range of students own spoken, written or multimodal texts, experimenting with and manipulating language devices for particular audiences, purposes and contexts



Literacy

Texts in Context

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| <ul style="list-style-type: none"> • ACELY1749 / Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices | <ul style="list-style-type: none"> • considering ethical positions across more than one culture as represented in text and consider the similarities and differences • questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations • identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons • identifying and evaluating poetic, lyrical language in the depiction of people, culture, places, events, things and concepts in texts • analysing the ways socio-cultural values, attitudes and beliefs are presented in texts by comparing the ways news is reported in commercial media and Aboriginal and Torres Strait Islander media |
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Interacting with others

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|---|---|
| <ul style="list-style-type: none"> • ACELY1750 / Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage | <ul style="list-style-type: none"> • identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes • identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons • applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts • selecting subject matter and language to position readers to accept representations of people, events, ideas and information |
| <ul style="list-style-type: none"> • ACELY1751 / Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action | <ul style="list-style-type: none"> • using assumptions about listeners, viewers and readers to try to position them to accept a particular point of view |

Interpreting, analysing, evaluating

- | | |
|---|--|
| <ul style="list-style-type: none"> • ACELY1752 / Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences | <ul style="list-style-type: none"> • skim reading sections of a persuasive text to identify the main contention, key arguments in linked paragraphs and supporting evidence in order to locate points for building rebuttal or counter argument |
| <ul style="list-style-type: none"> • ACELY1754 / Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence | |



Creating Texts

<ul style="list-style-type: none"> • ACELY1756 / Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues 	<ul style="list-style-type: none"> • presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument • creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied • exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia
<ul style="list-style-type: none"> • ACELY1776 / Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user 	<ul style="list-style-type: none"> • designing a webpage that combines navigation, text, sound and moving and still images for a specific audience

HISTORY

YEAR 9

Historical Knowledge and Understanding

Making a Better World?

The Industrial revolution (1750 – 1914)

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|--|--|
| <ul style="list-style-type: none"> • ACDSEH082 / The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication | <ul style="list-style-type: none"> • describing the impact of factories, mines and cities on the environment, and on population growth and distribution |
|--|--|

Progressive ideas and movements (1750 – 1918)

- | | |
|---|---|
| <ul style="list-style-type: none"> • ACDSEH019 / 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 | <ul style="list-style-type: none"> • explaining why an idea emerged and the basis of that idea |
| <ul style="list-style-type: none"> • ACDSEH086 / The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism | |
| <ul style="list-style-type: none"> • ACDSEH088 / The short and long-term impacts of ONE of these ideas on Australia and the world | |



Movement of Peoples (1750 – 1901)	
• ACDSEH085 / The short and long-term impacts of the movement of peoples during this period	• evaluating the effects of the movement of peoples on the indigenous and immigrant populations
Historical Skills	
Chronology, terms & concepts	
• ACHHS164 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places	• representing the relationship between events in different times and places using interactive timelines
• ACHHS165 / Use historical terms and concepts	
Historical questions and research	
• ACHHS166 / Identify and select different kinds of questions about the past to inform historical inquiry	• developing questions about aspects of the past that require historical argument
• ACHHS167 / Evaluate and enhance these questions	• developing an inquiry question such as: ‘What were the effects of the Industrial Revolution?’ and refining it as further factors are introduced into the research process
• ACHHS168 / Identify and locate relevant sources, using ICT and other methods	• locating historical sources from archives, museums and online collections
Analysis and use of sources	
• ACHHS169 / Identify the origin, purpose and context of primary and secondary sources	
• ACHHS170 / Process and synthesise information from a range of sources for use as evidence in an historical argument	• graphing historical data to identify past trends and to draw conclusions about their significance
• ACHHS171 / Evaluate the reliability and usefulness of primary and secondary sources	• understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided, however it may still be useful in revealing past prevailing attitudes)
Perspectives and interpretations	
• ACHHS172 / Identify and analyse the perspectives of people from the past	• investigating the role of human agency in historical events and developments
• ACHHS173 / Identify and analyse different historical interpretations (including their own)	• recognising that historical interpretations may be provisional



Explanation and communication	
<ul style="list-style-type: none"> • ACHHS174 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced 	<ul style="list-style-type: none"> • developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available
<ul style="list-style-type: none"> • ACHHS175 / Select and use a range of communication forms (oral, graphic, written) and digital technologies 	<ul style="list-style-type: none"> • using online conferencing and other forms of ICT to discuss historical questions and issues
YEAR 10	
Historical Knowledge and Understanding	N/A
Historical Skills	
Chronology, terms and concepts	
<ul style="list-style-type: none"> • ACHHS182 / Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places 	<ul style="list-style-type: none"> • using interactive timelines to explore the various manifestations or effects of an event in different geographical locations
<ul style="list-style-type: none"> • ACHHS183 / Use historical terms and concepts 	
Historical questions and research	
<ul style="list-style-type: none"> • ACHHS184 / Identify and select different kinds of questions about the past to inform historical inquiry 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available • developing questions about aspects of the past that require historical argument • identifying, planning and investigating (individually and as part of a team) specific historical questions or issues
<ul style="list-style-type: none"> • ACHHS185 / Evaluate and enhance these questions 	<ul style="list-style-type: none"> • changing a key question or related questions in an inquiry depending on the suitability of the sources available
<ul style="list-style-type: none"> • ACHHS186 / Identify and locate relevant sources, using ICT and other methods 	
Analysis and use of sources	
<ul style="list-style-type: none"> • ACHHS187 / Identify the origin, purpose and context of primary and secondary sources 	
<ul style="list-style-type: none"> • ACHHS188 / Process and synthesise information from a range of sources for use as evidence in a historical argument 	



<ul style="list-style-type: none"> • ACHHS189 / Evaluate the reliability and usefulness of primary and secondary sources 	<ul style="list-style-type: none"> • understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided and therefore of use in revealing past prevailing attitudes)
Perspectives and interpretations	
<ul style="list-style-type: none"> • ACHHS190 / Identify and analyse the perspectives of people from the past 	
<ul style="list-style-type: none"> • ACHHS191 / Identify and analyse different historical interpretations (including their own) 	
Explanation and communication	
<ul style="list-style-type: none"> • ACHHS192 / Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced 	<ul style="list-style-type: none"> • developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available
<ul style="list-style-type: none"> • ACHHS193 / Select and use a range of communication forms (oral, graphic, written) and digital technologies 	

