

Year 10 Humanities and Social Sciences

Australian Curriculum Version 9.0: Sequence of achievement standards

The table below provides a sequence of achievement for each subject within the Year 10 Humanities and Social Sciences learning area, organised by Knowledge and understanding, and Skills. A similar resource is available for Year 7, Year 8 and Year 9 Humanities and Social Sciences.

	Civics and Citizenship	Economics and Business	Geography	History
Knowledge and understanding	By the end of Year 10, students compare the key features and values of Australia's system of government to those of another system of government. They describe the Australian Government's role and responsibilities at a regional and global level. They explain the role of the High Court of Australia. They explain how Australia's international legal obligations influence the law and government policy. They identify and explain challenges to a resilient democracy and a cohesive society in Australia.	By the end of Year 10, students analyse how economic indicators influence Australian Government decision-making. They explain ways that government intervenes to improve economic performance and living standards. They explain processes that businesses use to manage the workforce and improve productivity. They explain the importance of Australia's superannuation system and its effect on consumer and financial decision-making. Students analyse factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions.	By the end of Year 10, students explain how the interactions of people and environmental processes at different scales change the characteristics of places. They explain the effects of human activity on environments, and the effect of environments on human activity, over time. They evaluate the implications of a distribution. They evaluate the extent of interconnections occurring between people and places and environments. They analyse changes that result from these interconnections and their consequences. Students evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria.	By the end of Year 10, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through World War II, and the post-war world. They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.
Skills	Students develop and refine a range of questions and locate, select and compare relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues. They analyse information to evaluate perspectives and challenges related to political, legal or civic issues. They evaluate and compare the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments that synthesise evidence from sources.	Students develop and modify a range of questions to investigate an economic and business issue. They locate, select and analyse relevant and reliable information and data from a range of sources. They interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts. They develop an evidence-based response to an economic and business issue. They evaluate a response, using appropriate criteria to decide on a course of action. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and reasoned arguments that synthesise research findings.	Students develop a range of relevant questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials, using appropriate formats. They interpret and analyse data and information to make generalisations and predictions, explain significant patterns and trends, and infer relationships. They draw evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies using criteria, recommend a strategy and explain the predicted impacts. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that synthesise research findings.	Students develop and modify a range of questions about the past to inform historical inquiry. They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry. They analyse the origin, content, context and purpose of primary and secondary sources. Students evaluate the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement. They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives. They compare and evaluate different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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