

Humanities and Social Sciences

Year 8 Syllabus

Year Level Description

In Year 8, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

Knowledge and understanding

CIVICS AND CITIZENSHIP

Democracy and law in action

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

 Personal and social capability

 Ethical understanding

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

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

How laws are made in Australia through parliaments (statutory law) ([ACHCK063](#))


 Critical and creative thinking

 Personal and social capability

 Ethical understanding

How laws are made in Australia through the courts (common law) ([ACHCK063](#))

 Critical and creative thinking

 Personal and social capability

 Ethical understanding


Humanities and Social Sciences skills

QUESTIONING AND RESEARCHING

Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives (WAHASS64)

 Literacy

 Numeracy

 Critical and creative thinking

Construct a range of questions, propositions and/or hypotheses (WAHASS65)

 Literacy


 Critical and creative thinking

Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork (WAHASS66)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs) (WAHASS67)

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

 Personal and social capability

 Ethical understanding

 Intercultural understanding

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

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

ECONOMICS AND BUSINESS

Participation and influences in the marketplace


The way markets operate in Australia and how the interaction between buyers and sellers influences prices and how markets enable the allocation of resources (how businesses answer the questions of what to produce, how to produce and for whom to produce) ([ACHEK027](#))

 Critical and creative thinking

 Ethical understanding

How the government is involved in the market, such as providing some types of goods and services that are not being provided for sufficiently by the market (e.g.


 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopedia) (WAHASS68)

 Literacy

 Critical and creative thinking

Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information) (WAHASS69)

 Literacy

 Personal and social capability

 Ethical understanding

 Intercultural understanding

ANALYSING

Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question (WAHASS70)

 Literacy

 Critical and creative thinking

Interpret information and/or data to identify

healthcare) ([ACHEK027](#))

 Critical and creative thinking

 Ethical understanding

The rights and responsibilities of consumers and businesses in Australia ([ACHEK029](#))

 Personal and social capability

 Ethical understanding

Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia ([ACHEK030](#))

 Critical and creative thinking

 Ethical understanding

Influences on the ways people work (e.g. technological change, outsourced labour in the global economy, rapid communication changes and factors that might affect work in the future) ([ACHEK031](#))

 Critical and creative thinking

GEOGRAPHY

Landforms and landscapes

The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst) ([ACHGK048](#))

 Numeracy

key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map) (WAHASS71)

 Literacy

 Numeracy

 Critical and creative thinking

Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines) (WAHASS72)

 Literacy

 Numeracy

 Critical and creative thinking

 Intercultural understanding

Translate information and/or data from one format to another (e.g. from a table to a graph) (WAHASS73)

 Literacy


 Numeracy

 Critical and creative thinking

 Intercultural understanding

Apply subject-specific skills and concepts in familiar and new situations (WAHASS74)

 Literacy

 Critical and creative thinking

EVALUATING

Draw evidence-based conclusions by

The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples ([ACHGK049](#))

 Numeracy

 Critical and creative thinking

 Intercultural understanding

The geographical processes that produce landforms, including a case study of **one** type of landform, such as mountains, volcanoes, riverine or coastal landforms ([ACHGK050](#))

 Numeracy

The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche) ([ACHGK053](#))

 Numeracy

 Critical and creative thinking

How the effects caused by geomorphic hazards are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard) ([ACHGK053](#))

 Numeracy

 Critical and creative thinking

How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards ([ACHGK053](#))

evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships (WAHASS75)

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

COMMUNICATING AND REFLECTING


Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers) (WAHASS76)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources (WAHASS77)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Numeracy

 Critical and creative thinking

Changing nations

The causes and consequences of urbanisation in Australia and **one** other country from the Asia region ([ACHGK054](#))

 Numeracy

 Critical and creative thinking

 Intercultural understanding

The reasons for, and effects of, internal migration in Australia ([ACHGK056](#))

 Critical and creative thinking

The reasons for, and effects of, international migration in Australia ([ACHGK058](#))

 Critical and creative thinking

HISTORY

The ancient to the modern world

Overview

- Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) ([ACOKH009](#))


 Intercultural understanding

Depth study 1: Investigating medieval Europe (c. 590 – c. 1500)





Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena (WAHASS78)

 Literacy



 Critical and creative thinking

 Personal and social capability



The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society ([ACDSEH008](#))

-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding



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

-  Critical and creative thinking
-  Intercultural understanding

Continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce ([ACDSEH051](#))

-  Critical and creative thinking
-  Intercultural understanding

The role of significant individuals in the medieval period (e.g. Charlemagne) ([ACDSEH052](#))

-  Critical and creative thinking
-  Intercultural understanding

Depth study 2: Investigating the Black Death in Asia, Europe and Africa (14th century plague)

Living conditions and religious beliefs in the

14th century, including life expectancy, medical knowledge and beliefs about the power of God ([ACDSEH015](#))

 Critical and creative thinking

 Ethical understanding


 Intercultural understanding

The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease ([ACDSEH069](#))

 Critical and creative thinking


 Intercultural understanding

The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries ([ACDSEH070](#))

 Critical and creative thinking

 Intercultural understanding

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

 Critical and creative thinking

 Ethical understanding

 Intercultural understanding
