

Asia content in the Australian Curriculum

Asia and Australia's engagement with Asia

This resource has been developed by the Asia Education Foundation and identifies Asia-related content in the Australian Curriculum for English, history, mathematics and science at each year level from Foundation to Year 10. It also identifies further opportunities for inclusion of Asia content in both Australian Curriculum content and elaborations.

It includes:

1. Three ways the Asia priority can be realised in the Australian Curriculum (developed by AEF)
2. Why is there an *Asia and Australia's engagement with Asia* cross-curriculum priority in the curriculum and how is it different to *Intercultural Understanding?* (developed by AEF)
3. Extracts from the Australian Curriculum published by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in December 2010 relating to Asia content.

May 2011

This resource provides text from the Australian Curriculum relating to the *Asia and Australia's engagement with Asia* cross-curriculum priority:

- Asia and Australia's engagement with Asia in the Australian Curriculum – *overview of the role of the cross-curriculum priority*
- Subject specific statements for English, history, mathematics and science – *information on the role of the cross-curriculum priority specific to each subject*
- Subject Asia-related content:
 - Content statements and elaborations at each year level that make explicit reference to Asia content in the Australian Curriculum
 - Content statements accompanied by Australian Curriculum reference codes
- Further references to additional opportunities for inclusion of Asia literacy in teaching and learning listed separately.





1. Three ways the ASIA PRIORITY can be realised in the AUSTRALIAN CURRICULUM

	<i>Levels of articulation</i>	<i>Examples form English</i>	<i>Examples from History</i>	<i>Examples from Mathematics</i>	<i>Examples from Science</i>
Explicit reference to Asia content in the Australian Curriculum	<i>A topic or section of the curriculum that has explicit content relating to a country/countries /people from/of Asia [Asia Priority]</i>	Exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia (Year 10 ACELY1765 elaboration)	The Ancient World > The Asian world > China or India (Year 7 Depth Study 3 options)	Identifying regions in Australia and countries in Asia that are in the same time zone (Year 8 ACMMG200 elaboration)	Researching the use of methane generators in Indonesia (Year 6 ACSHE100 elaboration)
Opportunities for Asia content relating to culture in the Australian Curriculum	<i>Countries/people of Asia as examples for realising content: [Intercultural understanding]</i>	Comparing two or more versions of the same story by different authors, or from different cultures, describing similarities and differences in authors' points of view (Year 2 ACELT1591 elaboration)	The role that people of diverse backgrounds have played in the development and character of the local community (Year 3 ACHHK063)	Using calendars to locate specific information, such as finding a given date on a calendar and saying what day it is, and identifying personally or culturally specific days (Year 2 ACMMG042 elaboration)	Important contributions to the advancement of science have been made by people from a range of cultures (Year 5 ACSHE082)
Further opportunities in the Australian Curriculum for Asia content	<i>Where Asia content could be included (but the connection isn't necessarily obvious from the Australian Curriculum document)</i>	Recognizing that a knowledge of word origins is not only interesting in its own right, but that it extends students' knowledge of vocabulary and spelling (Year 5 ACELA1500 elaboration)	The intensification of environmental effects in the twentieth century as a result of population increase, urbanization, increasing industrial production and trade (Year 10 ACDSEH126)	Interpret secondary data presented in digital media and elsewhere (Year 6 ACMSP148)	Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (Year 10 ACSHE192)



2. Why is there an ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA cross-curriculum priority in the curriculum and how is it different to Intercultural Understanding?

It is important to reflect on the difference between the Asia priority in the Australian Curriculum and the general capability of *Intercultural understanding* because it is possible to think that they are different aspects of the same thing. However, confusing the purpose of the Asia priority with intercultural understanding does not recognise the specific value to students of learning about the Asia region, and will not allay the concerns of teachers who are unclear of the difference between them in the Australian Curriculum.

This lack of differentiation between intercultural understanding and the Asia priority has arisen in recent conversations with teachers from a range of teaching backgrounds and disciplines. Teachers and others are naturally passionate about students being able to identify with the curriculum on a personal level and find it hard to look beyond seeing the Asia priority as an extension of this. If the Asia priority is only equated with intercultural understanding and is seen simply as an example to illustrate it, the Asia priority appears to disenfranchise students from anywhere else in the world.

It is acknowledged that one aspect of intercultural understanding is to allow for an inclusive curriculum where all Australian students should be able to 'see themselves' in the curriculum. It is particularly important for students not to be excluded from accessing the curriculum on cultural grounds, though this is as much about the context for learning as the content of the curriculum. Nevertheless, this is the aspect of intercultural understanding most easily identified with by teachers.

However, intercultural understanding is not only about cultural inclusiveness and the Asia priority is not simply an extension of it: a case study in inclusiveness. The Asia priority is not about privileging the experiences of students from the countries of Asia over the equally important personal and cultural experiences of students who identify with other parts of the world. It is not about for example, limiting the cultural experiences that students should have in the classroom.

Purpose of the Priorities

The priorities are about what all Australian students should know and understand about the country they live in, to be able to function in it and effectively in the world as Australians. All the priorities are equally important to the education of Aboriginal and Torres Strait Islander students, students whose predecessors arrived with the First Fleet or during the gold rushes, whose grandparents are Greek, parents are Chinese or who have just arrived from Somalia to live in Australia.

The Asia priority is about the region of which Australia is a part: its diverse histories, geographies, societies, cultures, literatures, economies, languages and more. It is a story of engagement that may well be told through the personal experiences of authors, historians or individuals in some studies, but these simply provide a medium for understanding about the Asia region, not the reason for studying it.

The priorities taken together identify areas of important learning for all Australian students at this time.



3. ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA PRIORITY IN THE AUSTRALIAN CURRICULUM

The following information is from the ACARA website: www.acara.edu.au

The Asia and Australia's engagement with Asia priority provides a regional context for learning in all areas of the curriculum. This understanding underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia's social, intellectual and creative capital.

This priority is concerned with Asia literacy for all Australian students. Asia literacy develops knowledge, skills and understanding about the histories, geographies, cultures, arts, literatures and languages of the diverse countries of our region. It fosters social inclusion in the Australian community. It enables students to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region. Australia now has extensive engagement with Asia in areas such as trade, investment, immigration, tourism, education and humanitarian assistance and these are vital to the prosperity of all Australians.

What encompasses Asia?

Asia can be defined in geographical terms, but it can also be described in terms of cultural, religious, historical and language boundaries or commonalities. In Australian schools, studies of Asia are likely to cover the subregions of:

- North-east Asia, including China, Mongolia, Japan, North Korea, South Korea and Taiwan

- South-east Asia, including Indonesia, Myanmar (Burma), Thailand, Malaysia, Brunei, Singapore, Vietnam, Laos, East Timor, the Philippines and Cambodia
- South Asia, including India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and the Maldives.

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ENGLISH

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The Australian Curriculum: English enables students to explore and appreciate the rich tradition of texts from and about the people and countries of Asia, including texts written by Asian Australians. They develop an understanding of the many languages used in Australia and how they have influenced Australian culture.

In this learning area, students develop communication skills that reflect cultural awareness and intercultural understanding. They are encouraged to draw on knowledge of the arts and literature of Asia to influence their own creative pursuits and to express themselves through different media and genres.



ENGLISH

FOUNDATION YEAR – YEAR 2

Explicit reference to Asia content in the Australian Curriculum - ENGLISH	Reference to culture and other opportunities for inclusion of Asia
<p>Foundation Year</p> <p>FY: learning that Standard Australian English in written texts is read from left to right and from top to bottom of the page and that direction of print may differ in other cultures, for example Japanese texts (ACELA1433 <i>elaboration</i>)</p> <p>Year 1</p> <p>Y1: identifying similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts, and how spiritual beings are represented in Aboriginal and Torres Strait Islander stories (ACELT1581 <i>elaboration</i>)</p> <p>Y1: listening to and performing simple haiku poems about familiar topics such as nature and the seasons (ACELT1585 <i>elaboration</i>)</p> <p>Y1: exploring performance poetry, chants and songs from Aboriginal and Torres Strait Islander peoples and Asian cultures (ACELT1585 <i>elaboration</i>)</p> <p>Y1: creating visual representations of literary texts from Aboriginal, Torres Strait Islander or Asian cultures (ACELT1586 <i>elaboration</i>)</p> <p>Year 2</p> <p>Y2: identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities (ACELA1460 <i>elaboration</i>)</p>	<p>Foundation Year</p> <p>FY: Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)</p> <p>FY: recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages (ACELA1426 <i>elaboration</i>)</p> <p>FY: identifying some features of culture related to characters and events in literary texts, for example dress, food and daily routines (ACELT1578 <i>elaboration</i>)</p> <p>FY: recognising that there are storytellers in all cultures (ACELT1575 <i>elaboration</i>)</p> <p>FY: engaging with texts that reflect the social and cultural groups to which the students belong (ACELT1575 <i>elaboration</i>)</p> <p>FY: listening, responding to and joining in with rhymes, poems, chants and songs (ACELT1578 <i>elaboration</i>)</p> <p>FY: recognising cultural patterns of storytelling, for example “Once upon a time”, “A long, long time ago”, “Before the Dreamtime...” (ACELT1785 <i>elaboration</i>)</p> <p>FY: Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)</p> <p>Year 1</p> <p>Y1: Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)</p> <p>Y1: Respond to texts drawn from a range of cultures and experiences. (ACELY1655)</p> <p>Y1: learning to value listening, questioning and positive body language and understanding that different cultures may approach these differently (ACELY1656 <i>elaboration</i>)</p>



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	<p>Year 2</p> <p>Y2: recognising some phrases in the languages of the class and community, for example greetings and expressions of politeness (ACELA1460 <i>elaboration</i>)</p> <p>Y2: exploring culturally specific greetings and expressions of politeness (ACELA1461 <i>elaboration</i>)</p> <p>Y2: discussing moral and teaching stories from varied cultures, identifying and comparing their central messages (ACELT1587 <i>elaboration</i>)</p> <p>Y2: describing features of texts from different cultures including recurring language patterns, style of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences (ACELT1590 <i>elaboration</i>)</p> <p>Y2: describing features of text settings including time, colours used to portray year, season, and place (country or city) and how this impacts on the characters (ACELT1591 <i>elaboration</i>)</p> <p>Y2: comparing two or more versions of the same story by different authors or from different cultures, describing similarities and differences in authors’ points of view (ACELT1591 <i>elaboration</i>)</p> <p>Y2: exploring poems, chants, rhymes or songs from different cultures which class members may bring from home (ACELT1592 <i>elaboration</i>)</p> <p>Y2: learning to recite, sing or create interpretations of poems, chants, rhymes or songs from students’ own and other different cultures (ACELT1592 <i>elaboration</i>)</p> <p>Year 3</p> <p>Y3: learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately (ACELA1475 <i>elaboration</i>)</p> <p>Y3: exploring texts that highlight issues and problems in making moral decisions and discussing these with others (ACELT1596 <i>elaboration</i>)</p>



ENGLISH

YEAR 3 – YEAR 6

Explicit reference to Asia content in the Australian Curriculum – ENGLISH	Reference to culture and other opportunities for inclusion of Asia
<p>Year 3</p> <p>Y3: exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example ‘The Ramayana’ story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia) (ACELT1594 <i>elaboration</i>)</p> <p>Y3: drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognizing difference in lifestyle and world view (ACELT1596 <i>elaboration</i>)</p> <p>Y3: identifying the effect of imagery in texts, for example the use of imagery related to nature in haiku poems (ACELT1600 <i>elaboration</i>)</p> <p>Y3: creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text (ACELT1791 <i>elaboration</i>)</p> <p>Year 4</p> <p>Y4: identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander languages, and determining if the original meaning is reflected in English usage, for example kangaroo, tsunami, typhoon, amok, orang-utan (ACELA1487 <i>elaboration</i>)</p>	<p>Year 3 continued</p> <p>Y3: Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</p> <p>Y3: Create imaginative texts based on characters, settings and events from students’ own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</p> <p>Y3: reading text types from a student’s culture to enhance confidence in building reading strategies (ACELY1679 <i>elaboration</i>)</p> <p>Year 4</p> <p>Y4: identifying commonly used words derived from other cultures (ACELA1487 <i>elaboration</i>)</p> <p>Y4: building etymological knowledge about word origins (for example ‘thermometer’) and building vocabulary from research about technical and subject specific topics (ACELA1498 <i>elaboration</i>)</p> <p>Y4: comparing different authors’ treatment of similar themes and text patterns, for example comparing fables and allegories from different cultures and quest novels by different authors (ACELT1602 <i>elaboration</i>)</p> <p>Y4: commenting on how authors have established setting and period in different cultures and times and the relevance of characters, actions and beliefs to their own time (ACELT1603 <i>elaboration</i>)</p>



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<p>Year 6</p> <p>Y6: recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours (ACELA1515 <i>elaboration</i>)</p> <p>Y6: using display advertising as a topic vehicle for close analysis of the ways images and words combine for deliberate effect including examples from the countries of Asia (for example comparing Hollywood film posters with Indian Bollywood film posters) (ACELY1708 <i>elaboration</i>)</p>	<p>Year 5</p> <p>Y5: exploring examples of words in which pronunciation, writing and meaning has changed over time, including words from a range of cultures (ACELA1500 <i>elaboration</i>)</p> <p>Y5: identifying ways in which cultures differ in making and responding to common requests, for example periods of silence, degrees of formality (ACELA1501 <i>elaboration</i>)</p> <p>Y5: Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</p> <p>Y5: describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs (ACELT1608 <i>elaboration</i>)</p> <p>Y5: identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples (ACELT1608 <i>elaboration</i>)</p> <p>Year 6</p> <p>Y6: Understand that different social and geographical dialects or accents are used in Australia in addition to <u>Standard Australian English</u> (ACELA1515)</p> <p>Y6: Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)</p> <p>Y6: Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</p> <p>Y6: recognising the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events (ACELT1613 <i>elaboration</i>)</p> <p>Y6: exploring personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses (ACELY1709 <i>elaboration</i>)</p>



ENGLISH

YEAR 7 – YEAR 10

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<p>Year 7</p> <p>Y7: exploring languages and dialects through building webcam relationships with schools across Australia and Asia (ACELA1528 <i>elaboration</i>)</p> <p>Y7: exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative (ACELT1622 <i>elaboration</i>)</p> <p>Y7: Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to <u>create</u> layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)</p> <p>Y7: drawing on literature and life experiences to create a poem, for example ballad, series of haiku (ACELT1805 <i>elaboration</i>)</p> <p>Year 8</p> <p>Y8: exploring examples of Singlish (Singapore English) from a Singlish dictionary (ACELA1540 <i>elaboration</i>)</p> <p>Year 9</p> <p>Y9: reviewing historical fiction or nonfiction written by and about the peoples of Asia (ACELT1633 <i>elaboration</i>)</p> <p>Y9: 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 (ACELT1633 <i>elaboration</i>)</p> <p>Y9: analysing how issues are debated and reported in the media in different countries, and the possible reasons for this, for example ‘whaling’ in Japan and Australia (ACELY1742 <i>elaboration</i>)</p>	<p>Year 7</p> <p>Y7: Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</p> <p>Y7: identifying aspects of texts that convey details of information about a particular culture, for example words, phrases, circumstances, facts (ACELT1619 <i>elaboration</i>)</p> <p>Y7: Identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age (ACELT1619 <i>elaboration</i>)</p> <p>Y7: Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a <u>point of view</u> (ACELT1620)</p> <p>Y7: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)</p> <p>Y7: preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from students’ own (ACELY1720 <i>elaboration</i>)</p> <p>Year 8</p> <p>Y8: Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)</p> <p>Y8: understanding that our use of language helps to create different identities, for example teenage groups and sportspeople have adopted particular words or ways of speaking (ACELA1541 <i>elaboration</i>)</p> <p>Y8: Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals or groups (ACELT1626)</p> <p>Y8: comparing attitudes and ideas in texts drawn from contexts that are different to students’ own (ACELT1626 <i>elaboration</i>)</p>



Explicit reference to Asia content in the Australian Curriculum - ENGLISH	Reference to culture and other opportunities for inclusion of Asia
<p>Year 10</p> <p>Y10: exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia (ACELY1756 <i>elaboration</i>)</p>	<p>Year 8 continued</p> <p>Y8: exploring texts that attempt to solve moral problems in a particular way, for example by consideration of consequences or rights/duties, and by identifying strengths as well as problems that arise from this approach (ACELY1732 <i>elaboration</i>)</p> <p>Y8: Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)</p> <p>Y8: explaining how individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions (ACELT1806 <i>elaboration</i>)</p> <p>Y8: Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)</p> <p>Year 9</p> <p>Y9: Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)</p> <p>Y9: 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 (ACELT1633 <i>elaboration</i>)</p> <p>Y9: exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times other than the students' own (ACELT1633 <i>elaboration</i>)</p> <p>Y9: Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)</p> <p>Y9: Analyse how the construction and interpretation of texts, including <u>media texts</u>, can be influenced by cultural perspectives and other texts (ACELY1739)</p> <p>Y9: comparing perspectives represented in texts from different times and places, including texts drawn from popular culture (ACELY1739 <i>elaboration</i>)</p> <p>Y9: 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 (ACELY1739 <i>elaboration</i>)</p>



Explicit reference to Asia content in the Australian Curriculum - ENGLISH	Reference to culture and other opportunities for inclusion of Asia
	<p>Year 9 continued</p> <p>Y9: exploring examples of ‘Globish’ English (ACELA1550 <i>elaboration</i>)</p> <p>Y9: 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) (ACELA1551 <i>elaboration</i>)</p> <p>Y9: exploring the ways that context has shaped the representation of particular cultures, such as through the analysis of differing viewpoints in texts about different cultures or by comparing the ways texts from different periods reveal differences in viewpoints (for example differences in the portrayal of migrants in traditional and more contemporary literature) (ACELT1634 <i>elaboration</i>)</p> <p>Y9: reflecting on the notion that all texts build on a body of prior texts in a culture (ACELY1739 <i>elaboration</i>)</p> <p>Y9: comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations (ACELY1740 <i>elaboration</i>)</p> <p>Year 10</p> <p>Y10: 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 (ACELT1633 <i>elaboration</i>)</p> <p>Y10: Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)</p> <p>Y10: reflecting upon and asking questions about interpretations of texts relevant to a student’s cultural background (ACELT1640 <i>elaboration</i>)</p> <p>Y10: Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including <u>media texts</u>, through language, structural and/or visual choices (ACELY1749)</p>



Explicit reference to Asia content in the Australian Curriculum - ENGLISH	Reference to culture and other opportunities for inclusion of Asia
	<p>Year 10 continued</p> <p>Y10: considering ethical positions across more than one culture as represented in text and consider the similarities and differences (ACELY1749 <i>elaboration</i>)</p> <p>Y10: questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations (ACELY1749 <i>elaboration</i>)</p> <p>Y10: identifying and evaluating poetic, lyrical language in the depiction of people, culture, places, events, things and concepts in texts (ACELY1749 <i>elaboration</i>)</p> <p>Y10: identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons (ACELY1749 and ACELY1750 <i>elaboration</i>)</p> <p>Y10: identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes (ACELY1750 <i>elaboration</i>)</p>



HISTORY

Asia and Australia's engagement with Asia

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In the Australian Curriculum: History, students develop an understanding of the diversity of the peoples of Asia and their contributions to the region and the world, and an appreciation of the importance of the region for Australia and the world. Students understand the dynamic nature of socio-political relationships within the region over time, and the role that individuals, governments and other organisations play in shaping relationships between peoples and countries. Students develop an appreciation of the history of Australia-Asia engagement and how this influences contemporary Australian society and relationships with the countries of Asia. They understand the long history of migration to Australia by people from Asia and appreciate the contributions made over time by Asian Australians to the development of Australia's culture and society. They also understand the ongoing role played by Australia and individual Australians in major events and developments in the Asia region.



HISTORY

FOUNDATION YEAR – YEAR 2

Explicit reference to Asia content in the Australian Curriculum - HISTORY	Reference to culture and other opportunities for inclusion of Asia
<p>Foundation Year FY: naming family members, finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map (ACHHK001 <i>elaboration</i>) FY: using images and stories to identify similarities and differences between students' families and those of other children (in their class and in stories about children in other places, for example the countries of Asia) (ACHHK002 <i>elaboration</i>) FY: making a calendar of commemorative events that students, their family and friends celebrate, (for example birthdays, religious festivals (such as Easter, Ramadan, Buddha day, feast of Passover), family reunions and community commemorations (NAIDOC week, and ANZAC day) and discussing why they are important (ACHHK003 <i>elaboration</i>)</p> <p>Year 1 Y1: discussing how some cultures, for example the Chinese, describe a child as being one year old on the day they are born¹ (ACHHK029 <i>elaboration</i>)</p>	<p>Foundation Year FY: making a calendar of commemorative events that students, their family and friends celebrate, (for example birthdays, religious festivals (such as Easter, Ramadan, Buddha day, feast of Passover), family reunions and community commemorations (NAIDOC week, and ANZAC day) and discussing why they are important (ACHHK003 <i>elaboration</i>) FY: inquiring from members of their families where they were born and raised (ACHHS017 <i>elaboration</i>) FY: relating a story about their own life or describing an event they have experienced (orally or through pictures and photographs) (ACHHS021 <i>elaboration</i>)</p> <p>Year 1 Y1: identifying dates and changes that have personal significance (for example birthdays, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to children's cultural backgrounds (ACHHK030) Y1: Differences and similarities between students' daily lives and life during their parents' grandparents' childhoods, including family traditions, leisure time and communications (ACHHK030)</p>

¹ ACARA has recognised that this item provides incorrect information and will be reviewed for subsequent versions of the Australian Curriculum (AC)



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	<p>Year 2</p> <p>Y2: The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)</p> <p>Y2: ordering key events in the history of the local community using photographs and annotations (ACHHS047 <i>elaboration</i>)</p> <p>Y2: locating historical evidence of the local community including signs of the past in the present (for example place and street names, monuments, built and non-built historical landmarks) (ACHHS050 <i>elaboration</i>)</p> <p>Y2: examining sources such as photographs, newspapers, stories and maps to learn about the past (some of these may be online and can be located through state and local library websites) (ACHHS050 <i>elaboration</i>)</p> <p>Y2: identifying place and street names in the local community and discovering their origin and meaning (for example names that are linked to Aboriginal and Torres Strait Islander people, such as Eurobodalla National Park; historical events such as Deadman’s Creek, early settlers, and political, religious and social figures) (ACHHS051 <i>elaboration</i>)</p> <p>Y2: identifying features of a site (such as dates, decorations and plaques on buildings) that reveal its past (ACHHS051 <i>elaboration</i>)</p>



HISTORY

YEAR 3 – YEAR 6

Explicit reference to Asia content in the Australian Curriculum - HISTORY	Reference to culture and other opportunities for inclusion of Asia
<p>Year 3</p> <p>Y3: Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)</p> <p>Year 4</p> <p>Y4: identifying key individuals and groups who established contacts with Africa, the Americas, Asia and Oceania during the age of discovery; examining the journey of one or more of these explorers (for example Christopher Columbus, Vasco de Gama, Ferdinand Magellan) using internet mapping tools, and examining their impact on one society (ACHHK078 <i>elaboration</i>)</p> <p>Y4: The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080)</p> <p>Y4: investigating contact with Aboriginal and Torres Strait Islander peoples before 1788 (for example the repulsion of the Dutch at Cape Keerweer in 1606 and the trade between the Macassans and the Yolngu people) (ACHHK080 <i>elaboration</i>)</p>	<p>Year 3</p> <p>Y3: The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)</p> <p>Y3: comparing the significance of national days in different countries, looking at why they developed and elements they have in common (ACHHK064 <i>elaboration</i>)</p> <p>Y3: investigating the origins and significance of international celebrations or commemorations (for example the International Day of Peace) and of celebrations important to particular cultural groups in Australia and in other countries (ACHHK064 <i>elaboration</i>)</p> <p>Y3: posing appropriate questions when investigating the contribution that individuals and groups have made to the development of the local community ('Who?' 'What?' 'When?' 'Where?' 'Why?') (ACHHS067 <i>elaboration</i>)</p> <p>Y3: Identify different points of view (ACHHS069)</p> <p>Year 4</p> <p>Y4: investigating networks of exchange between different groups of people (ACHHK078 <i>elaboration</i>)</p> <p>Y4: Identify different points of view (ACHHS085)</p> <p>Year 5:</p> <p>Y5: identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences) (ACHHS104 <i>elaboration</i>)</p>



Explicit reference to Asia content in the Australian Curriculum - HISTORY	Reference to culture and other opportunities for inclusion of Asia
<p>Year 5</p> <p>Y5: The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony (ACHHK096)</p> <p>Y5: investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait) (ACHHK096 <i>elaboration</i>)</p> <p>Y5: investigating an event or development and explaining its economic, social and political impact on a colony (for example the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy) (ACHHK095 <i>elaboration</i>)</p> <p>Year 6:</p> <p>Y6: Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)</p> <p>Y6: investigating the role of specific cultural groups in Australia's economic and social development (for example the cattle industry, the Snowy Mountains Scheme, the pearling industry) (ACHHK116 <i>elaboration</i>)</p> <p>Y6: identifying and developing a timeline of world unrest that contributed to migration in the 1900s (for example the World Wars, the Vietnam War, the war in the former Yugoslavia, the Tiananmen Square massacre, the war in Sudan) (ACHHS117 <i>elaboration</i>)</p>	<p>Year 6</p> <p>Y6: Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women. (ACHHK114)</p> <p>Y6: describing cultural practices related to family life, beliefs and customs of newly-arrived migrant groups and comparing these with those of the communities in which they settled within Australia (ACHHK115 <i>elaboration</i>)</p> <p>Y6: The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)</p> <p>Y6: considering notable individuals in Australian public life across a range of fields (for example the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the Australian Living Treasures list or from the Australian Dictionary of Biography) (ACHHK116 <i>elaboration</i>)</p> <p>Y6: developing key questions about the birth of Australian democracy and the experiences of citizenship for women, migrants and Aboriginal and Torres Strait Islander people (ACHHS119 <i>elaboration</i>)</p> <p>Y6: examining a range of sources of evidence to identify similarities and/or differences and describing what they reveal about the past (for example comparing information in sources to determine views on the effects of migration on the development of Australian society) (ACHHS122 <i>elaboration</i>)</p> <p>Y6: using pro formas and datasheets to develop questions and record information and sources about the movement of people to Australia in the twentieth century and the increasing cultural diversity of present day Australia (ACHHS121 <i>elaboration</i>)</p> <p>Y6: creating a digital story, using text, images and audio/visual material, to record migrant experiences (ACHHS125 <i>elaboration</i>)</p> <p>Y6: checking publication dates to put in historical context the information contained in the text (for example comparing a 1965 Australian history book and a 2010 refugee website to identify different perspectives) (ACHHS122 <i>elaboration</i>)</p> <p>Y6: analysing the language used in sources to identify values and attitudes (for example 'new Australians', 'boat people') (ACHHS123 <i>elaboration</i>)</p>



HISTORY

YEAR 7 – YEAR 10

Explicit reference to Asia content in the Australian Curriculum – HISTORY	Reference to culture and other opportunities for inclusion of Asia
<p>Year 7</p> <p>Y7: identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them (<i>overview</i>)</p> <p>Y7: identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam), and their key beliefs (through group work) (<i>overview</i>)</p> <p>Y7: reading accounts of contacts between Rome and Asian societies in the ancient period (for example the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus) [option content] (<i>ACDSEH040 elaboration</i>)</p> <p>Y7: identifying the perspective in a historical source, such as the saying of Confucius that, ‘women and underlings are especially difficult to handle’ and discussing the values and attitudes of the society that produced it. (<i>ACHHS212 elaboration</i>)</p> <p>The Asian world: India Option</p> <p>Y7: The physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (<i>ACDSEH006</i>)</p> <p>Y7: Roles of key groups in Indian society in this period (such as kings, priests, merchants, peasants), including the influence of law and religion (<i>ACDSEH044</i>)</p> <p>Y7: The significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (<i>ACDSEH045</i>)</p> <p>Y7: Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (<i>ACDSEH046</i>)</p> <p>Y7: The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (<i>ACDSEH133</i>)</p>	<p>Year 7</p> <p>Y7: describing the social structure of the ancient society, using evidence from sources such as artwork and written accounts (<i>ACHHS213 elaboration</i>)</p> <p>Y7: creating an audio-visual presentation, using ICT, to recreate and show the specific features of an ancient battle, temple, pyramid complex or burial site (<i>ACHHS214 elaboration</i>)</p>



Explicit reference to Asia content in the Australian Curriculum – HISTORY	Reference to culture and other opportunities for inclusion of Asia
<p>The Asian world: China Option</p> <p>Y7: The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)</p> <p>Y7: Roles of key groups in Chinese society in this period (such as kings, scholars, craftsmen, women), including the influence of law and religion (ACDSEH041)</p> <p>Y7: The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042)</p> <p>Y7: Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)</p> <p>Y7: The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)</p>	



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<p>Year 8</p> <p>Y8: describing beliefs about the world and the voyages of discovery (European and Asian), the nature of the voyages and the redrawing of the map of the world (<i>overview</i>)</p> <p>Y8: discussing the extent of knowledge about the world as indicated through changing world maps (for example the Da Ming Hun Yi Tu world map (1389 CE); and the Nova Totius Terrarum Orbis by Hendrik Hondius (1630) (<i>overview</i>))</p> <p>Y8: identifying the major civilisations of the period (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca); where and when they existed; and their extent (for example the Vikings through Europe, the Mongols across Eurasia, and Spain in the Americas) (<i>overview</i>)</p> <p>Y8: explaining the significance of land ownership in the practice of feudalism and the nature of feudalism in Europe (for example knights) and Japan (for example samurai) (<i>overview</i>)</p> <p>Y8: locating the major trading routes (including the Mediterranean; the Silk Road; the sea route between China, India and the east coast of Africa; and the Columbian Exchange) on a map and identifying the nature of the trade/contact (for example along the Silk Road – slaves, spices, silk, glassware, spread of knowledge and diseases) (<i>overview</i>)</p> <p>The Asia Pacific World: Angkor/Khmer Empire (c.802 – c.1327) Option</p> <p>Y8: The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king). (ACDSEH011)</p> <p>Y8: describing the way of life in the Khmer Empire through stone carvings and the writings of the Chinese Ambassador Zhou Daguan (for example in relation to fishing, trading in markets, temple construction) (ACDSEH011 <i>elaboration</i>)</p> <p>Y8: The reasons for Angkor’s rise to prominence, including wealth from trade and agriculture (ACDSEH060)</p> <p>Y8: explaining how being revered as the ‘god-king’ or ‘deva-raja’ enabled the Khmer kings to rule over the empire with absolute authority, thereby enhancing their ability to mobilise manpower to defend the empire as well as to invade neighbours (ACDSEH060 <i>elaboration</i>)</p> <p>Y8: The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)</p>	<p>Year 8</p> <p>Y8: Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)</p> <p>Y8: recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society (ACHHS211 <i>elaboration</i>)</p> <p>Y8: describing the values and attitudes revealed by a source (such as an individual account) and using additional sources to show how they are broadly representative of the values and attitudes of the society (ACHHS155 <i>elaboration</i>)</p>



Explicit reference to Asia content in the Australian Curriculum – HISTORY	Reference to culture and other opportunities for inclusion of Asia
<p>Y8: describing the main features of the water management system at Angkor (for example the extensive use of reservoirs and canals) (ACDSEH061 <i>elaboration</i>)</p> <p>Y8: Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)</p> <p>Y8: outlining theories about the decline of the Khmer civilisation (for example the development of an unstable climate such as drought and monsoons, the rise of Theravada Buddhism; the arrival of the Black Death and the breakdown of Angkor's water management system) (ACDSEH062 <i>elaboration</i>)</p> <p>The Asia Pacific World: Shogunate Japan (c.794 – 1867) Option</p> <p>Y8: The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)</p> <p>Y8: describing the way of life in feudal Japan under the shoguns (for example 'bushido' – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts, and honour) (ACDSEH012 <i>elaboration</i>)</p> <p>Y8: The role of the Tokugawa Shogunate in establishing a feudal system (based on daimyo and samurai) and in increasing foreign trade (ACDSEH063)</p> <p>Y8: describing the relationship between the emperor, shogun, daimyo (lords) samurai (warriors), workers (for example farmers, artisans and traders) (ACDSEH063 <i>elaboration</i>)</p> <p>Y8: explaining reasons for Japan's closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry's visit in 1853 (ACDSEH063 <i>elaboration</i>)</p> <p>Y8: The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)</p> <p>Y8: investigating the demand for available land and the patterns of land use in the period</p> <p>Y8: outlining the attempts by the Tokugawa Shogunate to curb deforestation (for example imposing heavy regulations on farmers; managing the harvesting of trees; and using new, lighter and more efficient construction techniques) (ACDSEH064 <i>elaboration</i>)</p> <p>Y8: The significance of modernisation and westernisation in the decline of the shogunate, including the adoption of Western arms and technology (ACDSEH065)</p> <p>Y8: describing internal pressures in shogunate Japan (for example the rise of a commercial class at the expense of the samurai, peasant uprisings such as Osaka 1837, and famine) (ACDSEH065 <i>elaboration</i>)</p> <p>Y8: evaluating the significance of the Meiji Restoration of 1868 CE that restored imperial rule to Japan (ACDSEH065 <i>elaboration</i>)</p>	



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<p>Expanding contacts: Mongol Expansion (c.1206 – c.1368) Option</p> <p>Y8: The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)</p> <p>Y8: describing the nomadic nature of Mongol life and the rise of Temujin (Genghis Khan) who united all Mongol tribes in 1206 CE (ACDSEH014 elaboration)</p> <p>Y8: The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)</p> <p>Y8: outlining Genghis Khan’s use of decimal organisation in his army and his policies for governing his empire (for example codifying laws, banning the killing of animals in the breeding season, supporting religious freedom, and expanding trade) (ACDSEH077 elaboration)</p> <p>Y8: The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest (ACDSEH078)</p> <p>Y8: mapping the expansion of the Mongol empire across Asia and Europe (ACDSEH078 elaboration)</p> <p>Y8: describing the way of life in Mongolia and its incorporation into Chinese life (for example agriculture – domestication of animals such as horses, camels and cattle; food – dried meat and yoghurt; and housing – yurts) (ACDSEH078 elaboration)</p> <p>Y8: The consequences of the Mongol expansion, including contributions to European knowledge and trade routes (ACDSEH079)</p> <p>Y8: explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade (for example the use of paper money and coinage; the growing number of European merchants travelling to China) (ACDSEH079 elaboration)</p> <p>Expanding contacts: The Black Death in Asia, Europe and Africa (14th century plague) Option</p> <p>Y8: Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)</p> <p>Y8: The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)</p>	



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<p>Y8: mapping the spread of the Black Death (Asia, Africa, Europe) in the fourteenth century CE (ACDSEH069 <i>elaboration</i>)</p> <p>Y8: 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)</p> <p>Y8: The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)</p> <p>Y8: Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)</p> <p>Y8: placing historical events in sequence in order to identify broader patterns of continuity and change (for example the Polynesian expansion across the Pacific; the stability of the Angkor/Khmer Empire over many centuries) (ACHHS148 <i>elaboration</i>)</p> <p>Y8: understanding the different meanings of particular terms and concepts when viewed in their historical context, such as feudalism in medieval Europe and Japan (ACHHS149 <i>elaboration</i>)</p> <p>Y8: creating an oral presentation, supported by audio-visual material, to recount the life of Temujin (Genghis Khan) and to explain his contribution to the Mongol world (ACHHS157 <i>elaboration</i>)</p>	



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<p>Year 9</p> <p>Y9: the extent of European imperial expansion and different responses, including in the Asian region (<i>overview</i>)</p> <p>Y9: recognising how Asian societies responded to European imperialism, the extent to which they were changed and the influence they exercised on the rest of the world (<i>overview</i>)</p> <p>Y9: identifying Asian societies that were colonised by Europeans and those that remained independent (<i>overview</i>)</p> <p>Australia and Asia: Asia and the World Option</p> <p>Y9: 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 (ACDSEH093)</p> <p>Y9: identifying the territorial extent of Qing China, the role and influence of the Emperor, and the nature of literature, art and architecture at the time (ACDSEH093 <i>elaboration</i>)</p> <p>Y9: Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094)</p> <p>Y9: The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142)</p> <p>Y9: investigating the confrontation between Japan and Western powers (for example the Russo-Japanese war) and the emergence of Japan as a major world power (ACDSEH142 <i>elaboration</i>)</p> <p>Y9: The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141)</p> <p>Y9: describing the activities of Christian missionaries in China and the outcomes of the Boxer Rebellion (ACDSEH141 <i>elaboration</i>)</p> <p>Y9: identifying the spread of innovations such as steam power; iron and steel production; transport; and chemicals in Europe, USA and Japan {The Industrial Revolution (1750 – 1914) Option} (ACDSEH017 <i>elaboration</i>)</p>	<p>Year 9</p> <p>Y9: defining and using concepts such as ‘imperialism’, ‘nationalism’, ‘evolution’, ‘evidence’ (ACHHS165 <i>elaboration</i>)</p> <p>Y9: evaluating the effects of the movement of peoples on the indigenous and immigrant populations {Depth Study: Movement of peoples (1750 – 1901) option} (ACDSEH085 <i>elaboration</i>)</p> <p>Y9: investigating sources that record the reactions of new arrivals to other countries in this period (for example responses to the natural environment and climate) {Depth Study: Movement of peoples (1750 – 1901) option} (ACDSEH083 <i>elaboration</i>)</p> <p>Y9: placing key events in sequence (for example the Boer War, 1899-1902; World War I, 1914-1918), and identifying parts of the world that were involved in, or affected by, those events (ACHHS164 <i>elaboration</i>)</p> <p>Y9: defining and using concepts such as ‘imperialism’, ‘nationalism’, ‘evolution’, ‘evidence’ (ACHHS165 <i>elaboration</i>)</p>



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<p>Y9: 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) [option content] (ACDSEH017 elaboration)</p> <p>Y9: outlining the migration of Chinese to the goldfields in Australia in the nineteenth century and attitudes towards the Chinese as revealed in cartoons (for example the Mongolian Octopus) {Australia and Asia: Making a nation Option} (ACDSEH089 elaboration)</p> <p>Y9: The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) {Australia and Asia: Making a nation Option} (ACDSEH089)</p>	



Explicit reference to Asia content in the Australian Curriculum - HISTORY	Reference to culture and other opportunities for inclusion of Asia
<p>Year 10</p> <p>Y10: recognising the continuing nature of civil rights movements in the twentieth century, such as the struggle for democracy in Burma <i>(overview)</i></p> <p>Y10: outlining the competing ideologies of capitalism and communism, the US as the world's last remaining superpower, and the rising influence of China and India (economic and political) <i>(overview)</i></p> <p>Y10: The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War <i>(overview)</i></p> <p>Y10: An overview of the causes and course of World War II (ACDSEH024)</p> <p>Y10: outlining the contributing factors of World War II (for example the outcomes of the Treaty of Versailles and the League of Nations; the rise of Hitler and Japan's imperial ambitions) <i>(ACDSEH024 elaboration)</i></p> <p>Y10: An examination of significant events of World War II, including the Holocaust and the use of the atomic bomb (ACDSEH107)</p> <p>Y10: explaining the race to build the atomic bomb (by Germany, Japan, the US) and why the atomic bombs were dropped on Hiroshima and Nagasaki <i>(ACDSEH107 elaboration)</i></p> <p>Y10: The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108)</p> <p>Y10: The <u>significance</u> of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and <u>Asia</u> (ACDSEH110)</p> <p>Y10: identifying key events in the Asia-Pacific theatre of war (for example the Japanese attack on Pearl Harbour in 1941; the fall of Singapore in 1942; the American victory at the Battle of Midway in 1942) <i>(ACDSEH024 elaboration)</i></p> <p>Y10: explaining the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and helped foster the Anzac legend <i>(ACDSEH108 elaboration)</i></p>	<p>Year 10</p> <p>Y10: recognising the growth in the world's population during the twentieth century, life expectancy changes in different parts of the world, and the depletion of natural resources <i>(overview)</i></p> <p>Y10: The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)</p> <p>Y10: describing the main features of a government policy that affected migration to Australia, such as the Immigration Restriction Act 1901 and use of the dictation test to restrict the immigration of non-Europeans <i>(ACDSEH145 elaboration)</i></p> <p>Y10: The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)</p> <p>Y10: investigating a range of environmental impacts (for example the flooding of Lake Pedder in Tasmania, deforestation in Indonesia, the decline of the Aral Sea, the Exxon Valdez oil spill, the whaling industry) <i>(ACDSEH127 elaboration)</i></p> <p>Y10: investigating policies of multiculturalism since the 1970s and the concepts of cultural heritage and assimilation <i>(ACDSEH147 elaboration)</i></p> <p>Y10: analysing post-World War II population growth and the development of Australia's culturally diverse society using different types of graphs <i>(ACDSEH147 elaboration)</i></p> <p>Y10: using interactive timelines to explore the various manifestations or effects of an event in different geographical locations <i>(ACHHS182 elaboration)</i></p> <p>Y10: defining and using terms and concepts such as 'liberation', 'human rights', 'popular culture' and 'contestability' <i>(ACHHS183 elaboration)</i></p> <p>Y10: combining historical data from a range of sources to identify and explain the impact of World War II <i>(ACHHS188 elaboration)</i></p>



Explicit reference to Asia content in the Australian Curriculum - HISTORY	Reference to culture and other opportunities for inclusion of Asia
<p>Y10: investigating the impact of World War II at a local and national level (for example significant events such as the bombing of Darwin; the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast; the ‘Battle of Brisbane’; the Cowra breakout and the Brisbane Line) (ACDSEH109 elaboration)</p> <p>Y10: evaluating the impact of World War II on the emergence of the United States as a major world power and on Australia’s alliance with the US (for example the threat of Japan) (ACDSEH110 elaboration)</p> <p>Y10: The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) {The globalising world: Popular culture (1954 – present) Option} (ACDSEH122)</p> <p>Y10: outlining the emergence of concerns about the preservation of natural areas for future generations (for example as reflected in the establishment of National Parks in the United States (Yellowstone National Park in 1872), Australia (Royal National Park in 1879), Canada (Rocky Mountains National Park in 1885) and New Zealand (Tongariro National Park in 1887) (ACDSEH028 elaboration)</p> <p>Y10: explaining the struggle over French nuclear weapon testing in the Pacific from 1966 – 1996 (for example the sinking of the Rainbow Warrior ship in 1985) (ACDSEH127 elaboration)</p> <p>Y10: evaluating the effectiveness of international protocols and treaties such as Kyoto (1997), the United Nations Framework Convention on Climate Change (since 1992) and the Washington Declaration (2007) (ACDSEH128 elaboration)</p> <p>Y10: investigating the nature of the waves of migration such as the countries that were the source of migrants, the numbers of migrants from those countries, and trends in migration since World War II such as increasing migration from the Asian region to Australia {The globalising world: Migration experiences (1945 – present)} (ACDSEH144 elaboration)</p> <p>Y10: The impact of changing government policies on Australia’s migration patterns, including abolition of the White Australia Policy, ‘Populate or Perish’ {The globalising world: Migration experiences (1945 – present) Option} (ACDSEH145)</p> <p>Y10: The impact of at least ONE world event or development and its <u>significance</u> for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146)</p>	



Explicit reference to Asia content in the Australian Curriculum - HISTORY	Reference to culture and other opportunities for inclusion of Asia
<p>Y10: locating sources for recording oral histories (for example Vietnam War veterans, recent migrants) (ACHHS186 <i>elaboration</i>)</p> <p>Y10: recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources (for example a Google search for 'significance of Kokoda') (ACHHS186 <i>elaboration</i>)</p> <p>Y10: explaining the significance of the fall of Singapore (1942) in the changes in Australia's military alliances and use of troops during World War II, using a range of sources (for example accounts of prisoners of war, commanders such as General Gordon Bennett, politicians such as Prime Minister John Curtin, and Japanese and British sources) (ACHHS192 <i>elaboration</i>)</p> <p>Y10: designing a poster that outlines the main arguments against French nuclear testing in the Pacific and explaining the nature and reliability of the sources used to construct the poster (ACHHS193 <i>elaboration</i>)</p>	



MATHEMATICS

Asia and Australia's engagement with Asia

The Asia and Australia's engagement with Asia priority provides a regional context for learning in all areas of the curriculum. This understanding underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia's social, intellectual and creative capital.

This priority is concerned with Asia literacy for all Australian students. Asia literacy develops knowledge, skills and understanding about the histories, geographies, cultures, arts, literatures and languages of the diverse countries of our region. It fosters social inclusion in the Australian community. It enables students to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region. Australia now has extensive engagement with Asia in areas such as trade, investment, immigration, tourism, education and humanitarian assistance and it is vital to the prosperity of all Australians.

The Australian Curriculum: Mathematics provides opportunities for students to learn about the understandings and applications of mathematics in Asia. In the past, mathematicians from the Asia region have made significant contributions to the development of the human understanding of number, algebra and trigonometry. Mathematicians from Asia continue to contribute to the ongoing development of mathematical understanding.

In this learning area, students investigate the concept of chance using Asian games. They explore the way Asian societies apply other mathematical concepts such as patterns and symmetry in art and architecture. Investigations involving data collection and representation can be used to examine issues pertinent to the Asia region.



MATHEMATICS

FOUNDATION YEAR – YEAR 2

Explicit reference to Asia content in the Australian Curriculum - MATHEMATICS	Reference to culture and other opportunities for inclusion of Asia
<p>Year 1</p> <p>Y1: showing that coins are different in other countries by comparing Asian coins to Australian coins (ACMNA017 <i>elaboration</i>)</p> <p>Y1: using the traditional Korean counting game (sam yew gew) for skip counting (ACMNA012 <i>elaboration</i>)</p> <p>Year 2</p> <p>Y2: using an abacus to model and represent numbers (ACMNA028 <i>elaboration</i>)</p>	<p>Foundation Year</p> <p>FY: reading stories from other cultures featuring counting in sequence to assist students to recognise ways of counting in local languages and across cultures (ACMNA001 <i>elaboration</i>)</p> <p>FY: using scenarios to help students recognise that other cultures count in a variety of ways, such as by placing one pebble in a bag to represent one object (for example to count the number of cattle). (ACMNA002 <i>elaboration</i>)</p> <p>FY: using objects which are personally and culturally relevant to students (ACMNA289 <i>elaboration</i>)</p> <p>FY: Connect days of the week to familiar events and actions - choosing events and actions that make connections with students' everyday family routines (ACMMG008)</p> <p>Year 2</p> <p>Y2: classifying a list of everyday events according to how likely they are to happen, using the language of chance, and explaining reasoning (ACMSP047 <i>elaboration</i>)</p> <p>Y2: using calendars to locate specific information, such as finding a given date on a calendar and saying what day it is, and identifying personally or culturally specific days (ACMMG041 <i>elaboration</i>)</p>



MATHEMATICS

YEAR 3 – YEAR 6

Explicit reference to Asia content in the Australian Curriculum - MATHEMATICS	Reference to culture and other opportunities for inclusion of Asia
<p>Year 3</p> <p>Y3: recognizing that in English the term ‘one third’ is used (order: numerator, denominator) but that in other languages this concept may be expressed as ‘three parts, one of them’ (order: denominator, numerator) for example Japanese (ACMNA058 <i>elaboration</i>)</p> <p>Y3: recognizing the relationship between dollars and cents, and that not all countries use these denominations and divisions (for example Japanese Yen) (ACMNA059 <i>elaboration</i>)</p> <p>Y3: recognising that metric units are not the only units used throughout the world, for example measuring the area of floor space using tatami mats (Japan), using squares for room and house area (Australia) and miles for distance (Britain, USA) (ACMMG061 <i>elaboration</i>)</p> <p>Y3: exploring the creation of three-dimensional objects using origami, including prisms and pyramids (ACMMG063 <i>elaboration</i>)</p> <p>Year 4</p> <p>Y4: recognizing that not all countries use dollars and cents, eg India uses rupees (ACMNA080 <i>elaboration</i>)</p> <p>Y4: identifying the scale used on maps of cities and rural areas in Australia and a city in Indonesia and describing the difference (ACMMG090 <i>elaboration</i>)</p> <p>Y4: using stimulus materials such as the motifs in Central Asian textiles, Tibetan artefacts, Indian lotus designs and symmetry in Yolngu or Central and Western Desert art (ACMMG091 <i>elaboration</i>)</p>	<p>Year 4</p> <p>Y4: carrying out calculations in another currency as well as in dollars and cents, and identifying both as decimal systems (ACMNA080 <i>elaboration</i>)</p>



Explicit reference to Asia content in the Australian Curriculum - MATHEMATICS	Reference to culture and other opportunities for inclusion of Asia
<p>Year 5</p> <p>Y5: investigating alternative measures of scale to demonstrate that these vary between countries and change over time, for example temperature measurement in Australia, Indonesia, Japan and USA (ACMMG108 elaboration)</p> <p>Y5: commenting on the likelihood of winning simple games of chance by considering the number of possible outcomes and the consequent chance of winning in simple games of chance such as jan-ken-pon (rock-paper-scissors) (ACMSP116 elaboration)</p> <p>Year 6</p> <p>Y6: considering the history and significance of pyramids from a range of cultural perspectives including those structures found in China, Korea and Indonesia (ACMMG140 elaboration)</p> <p>Y6: investigating games of chance popular in different cultures and evaluating the relative benefits to the organisers and participants (for example Pachinko) (ACMSP144 elaboration)</p>	



MATHEMATICS

YEAR 7 – YEAR 10

Explicit reference to Asia content in the Australian Curriculum - MATHEMATICS	Reference to culture and other opportunities for inclusion of Asia
<p>Year 7</p> <p>Y7: investigating secondary data sets to answer comparative questions (for example the most common country of birth for a class in a Chinese school or a school in the Philippines) (ACMSP169 <i>elaboration</i>)</p> <p>Year 8</p> <p>Y8: calculating population growth rates in Australia and Asia and explaining their difference (ACMNA188 <i>elaboration</i>)</p> <p>Y8: identifying regions in Australia and countries in Asia that are in the same time zone (ACMMG199 <i>elaboration</i>)</p> <p>Y8: investigating an international issue where media reporting and the use of data reflects different cultural or social emphases (for example whaling, football World Cup outcomes) (ACMSP206 <i>elaboration</i>)</p> <p>Year 9</p> <p>Y9: comparing the annual rainfall in various parts of Australia, Pakistan, New Guinea and Malaysia (ACMSP228 <i>elaboration</i>)</p> <p>Y9: investigating a range of data and its sources, for example the age of residents in Australia, Cambodia and Tonga; the number of subjects studied at school in a year by 14-year-old students in Australia, Japan and Timor-Leste (ACMSP227 <i>elaboration</i>)</p> <p>Year 10</p> <p>Y10: investigating real-life examples that demonstrate that predicted outcomes can be accompanied by unpredicted effects, and understanding the causes for this (for example, Chinese one-child policy becoming the 'one-male' policy) (ACMSP253 <i>elaboration</i>)</p>	<p>Year 7</p> <p>Y7: investigating the relationship between wealth or education and the health of populations from different countries (ACMSP169 <i>elaboration</i>)</p>



SCIENCE

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The Australian Curriculum: Science provides opportunities for students to appreciate that the Asia region plays an important leadership role in addressing significant contemporary global challenges related to climate change, biodiversity and genetic engineering. Students recognise that people from the Asia region have made and continue to make significant contributions to the application of [technology](#) in industry and everyday life. This learning area allows students to understand that the Asia region includes diverse environments and to appreciate that interaction between human activity and these environments continues to influence the region, including Australia, and has significance for the rest of the world.



SCIENCE

FOUNDATION YEAR – YEAR 2

Explicit reference to Asia content in the Australian Curriculum - SCIENCE	Reference to culture and other opportunities for inclusion of Asia
	<p>Foundation Year</p> <p>FY: comparing the traditional materials used for clothing from around the world (ACSSU003 <i>elaboration</i>)</p> <p>FY: considering questions relating to the home and school and objects used in everyday life (ACSIS014 <i>elaboration</i>)</p> <p>FY: linking the changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures (ACSSU004 <i>elaboration</i>)</p> <p>FY: thinking about how the materials used in buildings and shelters are suited to the local environment (ACSSU003 <i>elaboration</i>)</p> <p>Year 1</p> <p>Y1: exploring what happens when habitats change and some living things can no longer have their needs met (ACSSU211 <i>elaboration</i>)</p> <p>Y1: recognising that different living things live in different places such as land and water (ACSSU211 <i>elaboration</i>)</p> <p>Y1: considering how science is used in activities such as cooking, fishing, transport, sport, medicine and caring for plants and animals (ACSHE022 <i>elaboration</i>)</p> <p>Y1: recording short and longer term patterns of events that occur on Earth and in the sky, such as the appearance of the moon and stars at night, the weather and the seasons (ACSSU019 <i>elaboration</i>)</p>



Explicit reference to Asia content in the Australian Curriculum - SCIENCE	Reference to culture and other opportunities for inclusion of Asia
	<p>Year 2</p> <p>Y2: identifying toys from different cultures that use the forces of push or pull (ACSSU033 <i>elaboration</i>)</p> <p>Y2: considering what might happen to humans if there were a change in a familiar available resource, such as water (ACSSU032 <i>elaboration</i>)</p> <p>Y2: exploring how different cultures have made inks, pigments and paints by mixing materials (ACSHE035 <i>elaboration</i>)</p> <p>Y2: monitoring information about the environment and Earth's resources, such as rainfall, water levels and temperature (ACSHE035 <i>elaboration</i>)</p> <p>Y2: using units that are familiar to students from home and school, such as cups (cooking), hand spans (length) and walking paces (distance) (AC SIS026 <i>elaboration</i>)</p>



SCIENCE

YEAR 3 – YEAR 6

Explicit reference to Asia content in the Australian Curriculum - SCIENCE	Reference to culture and other opportunities for inclusion of Asia
<p>Year 4</p> <p>Y4: considering the effect of events such as floods and extreme weather on the landscape, both in Australia and in the Asia region (ACSSU075 <i>elaboration</i>)</p> <p>Year 6</p> <p>Y6: investigating the development of earthquake measurements from the Chinese invention of the seismograph in the second century (ACSHE099 <i>elaboration</i>)</p> <p>Y6: investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world (ACSSU096 <i>elaboration</i>)</p> <p>Y6: researching the use of methane generators in Indonesia (ACSHE100 <i>elaboration</i>)</p>	<p>Year 3</p> <p>Y3: investigating how science helps people such as nurses, doctors, dentists, mechanics and gardeners (ACSHE051 <i>elaboration</i>)</p> <p>Years 3 & 4</p> <p>Y3 & 4: Science knowledge helps people to understand the effect of their actions (ACSHE051) (ACSHE062)</p> <p>Year 4</p> <p>Y4: considering how different human activities cause erosion of the Earth’s surface (ACSSU075 <i>elaboration</i>)</p> <p>Y4: investigating how a range of people, such as clothing designers, builders or engineers use science to select appropriate materials for their work (ACSHE062 <i>elaboration</i>)</p> <p>Year 5</p> <p>Y5: considering how decisions are made to grow particular plants and crops depending on environmental conditions (ACSHE217 <i>elaboration</i>)</p> <p>Y5: researching the different types of scientists who work in teams in space exploration, and Australia’s involvement in space exploration (ACSHE082 <i>elaboration</i>)</p> <p>Y5: Living things have structural features and adaptations that help them to survive in their <u>environment</u> (ACSSU043)</p>



Explicit reference to Asia content in the Australian Curriculum - SCIENCE	Reference to culture and other opportunities for inclusion of Asia
	<p>Years 5 & 6</p> <p>Y5 & 6: Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083) (ACSHE100)</p> <p>Y5 & 6: Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082) (ACSHE099)</p> <p>Year 6</p> <p>Y6: The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</p> <p>Y6: exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects (ACSSU096 <i>elaboration</i>)</p> <p>Y6: recognising that earthquakes can cause tsunamis (ACSSU096 <i>elaboration</i>)</p> <p>Y6: exploring institutions and locations where contemporary Australian scientists conduct research on catastrophic natural events (ACSHE099 <i>elaboration</i>)</p> <p>Y6: investigating how people from different cultures have used sustainable sources of energy, for example water and solar power (ACSHE099 <i>elaboration</i>)</p> <p>Y6: investigating how electrical energy is generated in Australia and around the world (ACSHE100 <i>elaboration</i>)</p> <p>Y6: researching the scientific work involved in global disaster alerts and communication, such as cyclone, earthquake and tsunami alerts (ACSHE100 <i>elaboration</i>)</p> <p>Y6: recognising that science can inform choices about where people live and how they manage natural disasters (ACSHE220 <i>elaboration</i>)</p> <p>Y6: considering how personal and community choices influence our use of sustainable sources of energy (ACSHE220 <i>elaboration</i>)</p>



SCIENCE

YEAR 7 – YEAR 10

Explicit reference to Asia content in the Australian Curriculum - SCIENCE	Reference to culture and other opportunities for inclusion of Asia
<p>Year 7</p> <p>Y7: researching specific examples of human activity, such as the use of fire by traditional Aboriginal people and the effects of palm oil harvesting in Sumatra and Borneo (ACSSU112 <i>elaboration</i>)</p> <p>Year 8</p> <p>Y8: investigating the role of science in the development of technology important to the economies and communities of the Asia–Pacific regions, for example car manufacture, earthquake prediction and electronic optics (ACSHE136 <i>elaboration</i>)</p>	<p>Year 7</p> <p>Y7: investigating the effect of human activity on local habitats, such as deforestation, agriculture or the introduction of new species (ACSSU112 <i>elaboration</i>)</p> <p>Y7: explaining why different regions of the Earth experience different seasonal conditions (ACSSU115 <i>elaboration</i>)</p> <p>Y7: researching different ideas used in the development of models of the solar system developed by scientists such as Copernicus, Khayyám and Galileo (ACSHE119 <i>elaboration</i>)</p> <p>Y7: exploring how human management of water impacts on the water cycle (ACSSU222 <i>elaboration</i>)</p> <p>Years 7 & 8</p> <p>Y7 & 8: Science and <u>technology</u> contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE120) (ACSHE135)</p> <p>Y7 & 8: Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (AC SIS133) (AC SIS148)</p> <p>Year 8</p> <p>Y8: Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE120)</p>



Explicit reference to Asia content in the Australian Curriculum - SCIENCE	Reference to culture and other opportunities for inclusion of Asia
<p>Year 9</p> <p>Y9: relating the extreme age and stability of a large part of the Australian continent to its plate tectonic history (ACSSU180 <i>elaboration</i>)</p> <p>Y9: investigating contemporary science issues related to living in a Pacific country located near plate boundaries, for example, Japan, Indonesia, New Zealand (ACSHE228 <i>elaboration</i>)</p> <p>Y9: investigating the work of Australian scientists such as Fiona Wood and Marie Stoner on artificial skin (ACSHE228 <i>elaboration</i>)</p>	<p>Year 9</p> <p>Y9: investigating how the theory of plate tectonics developed, based on evidence from sea-floor spreading and occurrence of earthquakes and volcanic activity (ACSHE157 <i>elaboration</i>)</p> <p>Y9: considering how ideas about disease transmission have changed from medieval time to the present as knowledge has developed (ACSHE157 <i>elaboration</i>)</p> <p>Years 9 & 10</p> <p>Y9 & 10: Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities (ACSHE161) (ACSHE195)</p>