History: Sequence of content 7-10 *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10
Year focus	The ancient world	The ancient to the modern world	The making of the modern world	The modern world and Australia
Key questions	• How do we know about the ancient past? • Why and where did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? • What have been the legacies of ancient societies?	• How did societies change from the end of the ancient period to the beginning of the modern age? • What key beliefs and values emerged and how did they influence societies? • What were the causes and effects of contact between societies in this period? • What significant people, groups and ideas from this period have influenced the world today?	• What were the changing features of the movements of people from 1750 to 1918? • How did new ideas and technological developments contribute to change in this period? • What was the origin, development, significance and long-term impact of imperialism in this period? • What was the significance of World War I?	• How did the nature of global conflict change during the twentieth century? • What were the consequences of World War II? • How did these consequences shape the modern world? • How was Australian society affected by other significant global events and changes in this period?
Overview	Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following: • the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACOKFH001) • the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002) • key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)	Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following: • the transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008) • key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009) • the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) (ACOKFH010)	Overview content for the making of the modern world includes the following: • the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (ACOKFH016) • the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) (ACOKFH015) • the extent of European imperial expansion and different responses, including in the Asian region (ACOKFH017) • the emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019)	Overview content for the modern world and Australia includes the following: • the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018) • continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021) • the major movements for rights and freedom in the world and the achievement of independence by former colonies (ACOKFH022) • 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 (ACOKFH023) • developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (ACOKFH024)

History: Sequence of content 7-10 *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10
Content descriptions	*It is expected that ONE elective will be studied in detail:* **1. Investigating the ancient past** ○ How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001) ○ The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029) ○ Methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACDSEH030) ○ The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031) ○ The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148)	*It is expected that ONE elective will be studied in detail:* **1. The Western and Islamic world** Students investigate ONE of these societies/empires from the Western or Islamic world in depth: the Vikings, or Medieval Europe, or the Ottoman Empire, or Renaissance Italy • **The Vikings (c.790 – c.1066)** ○ The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007) ○ Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047) ○ Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048) ○ The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049) • **Medieval Europe (c.590-c.1500)** ○ The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008) ○ Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)	*It is expected that ONE elective will be studied in detail:* **1. Making a better world?** Students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Movement of peoples or Progressive ideas and movements. The study includes the causes and effects of the development, and the Australian experience. • **The Industrial Revolution (1750–1914)** ○ The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain and of Australia (ACDSEH017) ○ The population movements and changing settlement patterns during this period (ACDSEH080) ○ The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081) ○ The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082) • **Progressive ideas and movements (1750–1918)** ○ The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)	*It is expected that ONE elective will be studied in detail:* **1. World War II (1939–1945)** Students investigate wartime experiences through a study of World War II in depth. This includes a study of causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. ○ Overview of the causes and course of World War II (ACDSEH024) ○ Examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107) ○ Experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108) ○ 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) ○ The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)

	Year 7	Year 8	Year 9	Year 10
		◦ Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051) ◦ Dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052) • **Renaissance Italy (c.1400–c.1600)** ◦ The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010) ◦ Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning (ACDSEH056) ◦ Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057) ◦ The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (ACDSEH058) ◦ The spread of Renaissance culture to the rest of Europe, and its legacy (ACDSEH059)	◦ Reasons why ONE key idea emerged and/or developed a following such as the influence of the Industrial Revolution on socialism (ACDSEH086) ◦ The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it, for example from workers, entrepreneurs, land owners, religious groups (ACDSEH087) ◦ The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)	

	Year 7	Year 8	Year 9	Year 10
		• The Ottoman Empire (c.1299–c.1683) ○ The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009) ○ Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture (ACDSEH053) ○ Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054) ○ The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)	**• Movement of peoples (1750–1901)** ○ The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018) ○ Experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083) ○ Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084) ○ The short and long-term impacts of the movement of peoples during this period (ACDSEH085)	
	2. The Mediterranean world - Egypt ○ Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002) ○ Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032) ○ Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)	**2. The Asia-Pacific world** Students investigate ONE of these Asia-Pacific societies in depth: the Angkor/Khmer Empire, or Shogunate Japan, or the Polynesian expansion across the Pacific. N.B. Where appropriate, this depth study may include some reference beyond the end of the period c.1750. **• Angkor/Khmer Empire (c.802–c.1431)** ○ The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king) (ACDSEH011) ○ Reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)	**2. Australia and Asia** Students investigate the history of Australia OR an Asian society in the period 1750–1918 in depth. **• Asia and the world** ○ Key features (social, cultural, economic, political) of ONE Asian society at the start of this period (ACDSEH093) ○ Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094) ○ 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)	**2. Rights and freedoms** Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. **• Rights and freedoms (1945–the present)** ○ The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023) ○ Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)

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History: Sequence of content 7-10 *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10
	○ Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034) ○ The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II (ACDSEH129) **• Greece** ○ Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003) ○ Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035) ○ Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036) ○ Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037) ○ The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)	○ Cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061) ○ 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) ○ Cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061) ○ 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) **• Japan under the Shoguns (c.794–1867)** ○ The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012) ○ The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade (ACDSEH063) ○ The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064) ○ Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)	○ 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) **• Making a nation** ○ The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020) ○ Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089) ○ Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090) ○ Key people, events and ideas in the development of Australian self-government and democracy, including, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia's system of government and women's voting rights (ACDSEH091) ○ Laws made by federal Parliament between 1901-1914 including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)	○ The US civil rights movement and its influence on Australia (ACDSEH105) ○ The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106) ○ Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134) ○ The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)

History: Sequence of content 7-10 *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10

	• **Rome**
	  ○ Physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there (ACDSEH004)
	  ○ Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion (ACDSEH038)
	  ○ Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH039)
	  ○ Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)
	  ○ The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131)
		• **The Polynesian expansion across the Pacific (c.700–1756)**
		  ○ Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)
		  ○ The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066)
		  ○ Cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)
		  ○ The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068)		

	3. The Asian world
	
	Students investigate ONE of these Asian societies in depth: China or India
	
	• **India**
	  ○ Physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)
		3. Expanding contacts
		
		Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.
		
		• **Mongol expansion (c.1206–c.1368)**
		  ○ The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)
			3. World War I
			
			Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.
			
			• **World War I (1914–1918)**
			  ○ An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)
				3. The globalising world
				
				Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study ONE of these electives: popular culture, or the environment movement, or migration experiences.

History: Sequence of content 7-10 *Strand: Knowledge and understanding*

Year 7	Year 8	Year 9	Year 10
○ Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion (ACDSEH044) 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 (ACDSEH045) ○ 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 (ACDSEH046) ○ The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133) **China** ○ Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005) ○ Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion (ACDSEH041) ○ 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)	○ 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 ○ The extent of the Mongol expansion as one of the largest land empires in history (ACDSEH078) ○ The consequences of the Mongol expansion, including its impact on life in China during and after the Mongol conquest and contributions to European knowledge and trade routes (ACDSEH079) **• 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) ○ The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)	○ The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095) ○ The impact of World War I, with a particular emphasis on Australia including the changing role of women (ACDSEH096) ○ The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)	**• Popular culture (1945–present)** ○ The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027) ○ Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121) ○ Changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122) ○ Australia's contribution to international popular culture (music, film, television, sport) (ACDSEH123) ○ Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149) **• The environment movement (1960s–present)** ○ The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028) ○ The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125) ○ The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment including the concept of 'sustainability' (ACDSEH126)

	Year 7	Year 8	Year 9	Year 10
	○ 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) ○ The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)	○ 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) ○ The immediate and long term effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071) • **The Spanish conquest of the Americas (c.1492–c.1572)** ○ Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016) ○ When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073) ○ The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074) ○ The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world (ACDSEH075)		○ Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127) ○ Responses of governments, including the Australian Government, and international organisations to environmental threats since the 1960s, including deforestation and climate change (ACDSEH128) • **Migration experiences (1945–present)** ○ The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144) ○ The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145) ○ The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146) ○ The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)

History: Sequence of content 7-10 *Strand: Skills*

Sub-strand	Year 7	Year 8	Year 9	Year 10
Chronology, terms and concepts	• Sequence historical events, developments and periods (ACHHS205) & (ACHHS148) • Use historical terms and concepts (ACHHS206) & (ACHHS149)		• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164) & (ACHHS182) • Use historical terms and concepts (ACHHS165) & (ACHHS183)	
Historical questions and research	• Identify a range of questions about the past to inform a historical inquiry (ACHHS207) & (ACHHS150) • Identify and locate relevant sources, using ICT and other methods (ACHHS208) & (ACHHS151)		• Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) & (ACHHS184) • Evaluate and enhance these questions (ACHHS167) & (ACHHS185) • Identify and locate relevant sources, using ICT and other methods (ACHHS168) & (ACHHS186)	
Analysis and use of sources	• Identify the origin and purpose of primary and secondary sources (ACHHS209) & (ACHHS152) • Locate, compare, select and use information from a range of sources as evidence (ACHHS210) & (ACHHS153) • Draw conclusions about the usefulness of sources (ACHHS211) & (ACHHS154)		• Identify the origin, purpose and context of primary and secondary sources (ACHHS169) & (ACHHS187) • Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) & (ACHHS188) • Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171) & (ACHHS189)	
Perspectives and interpretations	• Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212) & (ACHHS155)		• Identify and analyse the perspectives of people from the past (ACHHS172) & (ACHHS190) • Identify and analyse different historical interpretations (including their own (ACHHS173) & (ACHHS191)	
Explanation and communication	• Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213) & (ACHHS156) • Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214) & (ACHHS157)		• Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174) & (ACHHS192) • Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175) & (ACHHS193)	