

Food and fibre

Introduction

The Australian Curriculum addresses learning about food and fibre production in two ways:

- in content descriptions as in F–6/7 HASS/Geography, Science and Technologies, noting that in Technologies there will be a stronger inclusion than in the other two areas
- where it is identified in content elaborations in other learning areas, such as Mathematics.

The scope of learning in food and fibre reflects relevant content from across the Australian Curriculum.

The Australian Curriculum Connection: Food and fibre provides a framework for all young Australians to understand and value primary industries both across learning areas and specifically within the Technologies learning area as a technologies context in core learning across Foundation to Year 8 and as additional learning opportunities offered by states and territories in Years 9–10

The food and fibre connection has been presented in bands of schooling. In Foundation – Year 6, the connection is described as learning about producing food and fibre. In Years 7–10, it is described as food and fibre production.

Relationship of learning about producing food and fibre to the learning areas of the Australian Curriculum

The following table identifies how the scope of food and fibre production is evident in content descriptions from across the Australian Curriculum. From this information, teachers could develop a sequential program for food and fibre production.

Year 7

Learning area/subject	Strand/sub-strand	Year 7 content descriptions	Year 7 content elaborations
Design and Technologies (Years 7 and 8)	Design and technologies knowledge and understanding	Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical, sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)	<ul style="list-style-type: none"> investigating how ethics, social values, profitability and sustainability considerations impact on design and technologies, for example animal welfare, intellectual property, off-shore manufacturing in Asia identifying needs and new opportunities for design and enterprise, for example promotion and marketing of designed solutions
		Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)	<ul style="list-style-type: none"> comparing land and water management methods in contemporary Australian food and fibre production with traditional Aboriginal systems and countries of Asia, for example minimum-tillage cropping, water-efficient irrigation investigating the management of plant and animal growth through natural means and with the use of chemical products like herbicides and medicines when producing food and fibre products recognising the need to increase food production using cost efficient, ethical and sustainable production techniques describing physical and chemical characteristics of soil and their effects on plant growth when producing food and fibre products

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			<ul style="list-style-type: none"> investigating different animal feeding strategies such as grazing and supplementary feeding, and their effects on product quality, for example meat tenderness, wool fibre diameter (micron), milk fat and protein content when producing food and fibre products recognising the importance of food and fibre production to Australia's food security and economy including exports and imports to and from Asia when critiquing and exploring food and fibre production
	Design and technologies processes and production skills	Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035)	<ul style="list-style-type: none"> considering community needs when identifying opportunities for designing, for example gardens for a community centre cost effective food service for a sport club investigating emerging technologies and their potential impact on design decisions, for example flame retardant fabrics or smart materials such as self-healing materials, digital technologies and agriculture
		Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)	<ul style="list-style-type: none"> using a variety of critical and creative thinking strategies such as brainstorming, sketching, 3-D modelling and experimenting to generate innovative design ideas documenting and communicating the generation and development of design ideas for an intended audience, for example developing a digital portfolio with images and text which clearly communicates each step of a design process

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		<p>Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037)</p>	<ul style="list-style-type: none"> developing technical production skills and safe working practices with independence to produce quality solutions designed for sustainability practising techniques to improve expertise, for example handling animals, cutting and joining materials identifying and managing risks in the development of various projects, for example working safely, responsibly, cooperatively and ethically on design projects, assessing uncertainty and risk in relation to long-term health and environmental impacts
		<p>Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability (ACTDEP038)</p>	<ul style="list-style-type: none"> evaluating designed solutions and processes and transferring new knowledge and skills to future design projects
		<p>Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)</p>	<ul style="list-style-type: none"> organising time, evaluating decisions and managing resources to ensure successful project completion and protection of the work space and local environment identifying risks and how to avoid them when planning production investigating the time needed for each step of production
Science	Science understanding <i>Biological sciences</i>	Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)	<ul style="list-style-type: none"> constructing and interpreting food webs to show relationships between organisms in an environment investigating the effect of human activity on local habitats, such as deforestation, agriculture or the introduction of new species

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	<i>Earth and space sciences</i>	Some of Earth's resources are renewable including water that cycles through the environment but others are non-renewable (ACSSU116)	<ul style="list-style-type: none"> • investigating factors that influence the water cycle in nature • exploring how human management of water impacts on the water cycle
	Science as a human endeavour <i>Nature and development of science</i>	Science knowledge can develop through collaboration across the disciplines of science, and the contributions of people from a range of cultures (ACSHE223)	<ul style="list-style-type: none"> • considering how water use and management relies on knowledge from different areas of science, and involves the application of technology • identifying the contributions of Australian scientists to the study of human impact on environments including local environmental management projects • investigating how land management practices of Aboriginal and Torres Strait Islander peoples can help inform sustainable management of the environment • recognising that traditional and Western scientific knowledge can be used in combination to care for Country and Place
	<i>Use and influence of science</i>	Solutions to contemporary issues that are found using science and technology may impact on other areas of society and involve ethical considerations (ACSHE120)	<ul style="list-style-type: none"> • considering issues relating to the use and management of water within a community • considering how human activity in the community can have positive and negative effects on the sustainability of natural and managed ecosystems • investigating ways to control the spread of introduced animals and plants such as the cane toad and nut grass

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		<p>People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)</p>	<ul style="list-style-type: none"> investigating how advances in science and technology have been applied to the treatment, of water in industrial and household systems investigating how Aboriginal and Torres Strait Islander knowledge is being used to inform scientific decisions, for example care of waterways researching the different scientific responses to rabbit plagues in Australian agricultural areas recognising that water management plays a role in areas such as farming, land management and gardening considering how seasonal changes affect people in a variety of activities such as farming
Geography	Geographical knowledge and understanding <i>Water in the world</i>	<p>The classification of environmental resources and the forms that water takes as a resource (ACHGK037)</p> <p>The way that flows of water connect places as it moves through the environment and the way this affects places (ACHGK038)</p>	<ul style="list-style-type: none"> classifying resources into renewable, non-renewable and continuous resources, and investigating examples of each type describing how water is an available resource when it is groundwater, soil moisture (green water), and surface water in dams, rivers and lakes (blue water), and a potential resource when it exists as salt water, ice or water vapour explaining how the movement of water through the environment connects places (for example, the melting of snow in spring, feeding rivers and dams downstream) investigating the environmental, economic and social effects of water as it connects people and

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			places (for example, the effects of water diversion in the Snowy Mountains)
		Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)	<ul style="list-style-type: none"> examining and comparing places in Australia and countries of the Asia region that have economies and communities based on irrigation (for example, rice production in the Murrumbidgee Irrigation Area in NSW and the Mekong Delta in Vietnam)
		The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039)	<ul style="list-style-type: none"> investigating the main causes of rainfall and applying their knowledge to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall interpreting the spatial distribution of rainfall in Australia and comparing it with the distribution of that of other continents using the concept of water balance to compare the effect of rainfall, run-off and evaporation on the availability of water in Australia and other continents
		The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)	<ul style="list-style-type: none"> investigating the causes of water scarcity (for example, an absolute shortage of water (physical), inadequate development of water resources (economic), or the ways water is used) discussing the advantages and disadvantages of strategies to overcome water scarcity (for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter-regional transfer of water, transfer and trade in virtual water, and reducing water consumption)

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			<ul style="list-style-type: none"> examining why water is a difficult resource to manage and sustain (for example because of its shared and competing uses and variability of supply over time and space)
		Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)	<ul style="list-style-type: none"> examining and comparing places in Australia and countries of the Asia region that have economies and communities based on irrigation (for example, rice production in the Murrumbidgee Irrigation Area in NSW and the Mekong Delta in Vietnam) exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterways, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples
		Causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)	<ul style="list-style-type: none"> explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard
History	Historical knowledge and understanding <i>Investigating the ancient past</i> <i>The Mediterranean world</i> Students investigate ONE of these Mediterranean	Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002) OR Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the	<ul style="list-style-type: none"> describing the importance of the River Nile to Egyptian society (for example inundation and farming, the worship of the god of the Nile, and the use of the Nile as a means of transportation) OR

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	societies in depth: Egypt or Greece or Rome.	civilisation that developed there (ACDSEH003) OR Physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there. (ACDSEH004)	<ul style="list-style-type: none"> describing the impact of the sea and mountain ranges of Ancient Greece on the development of self-governing city-states OR describing the methods used by the Romans to manage resources (for example the water supply through aqueducts and plumbing systems)
	<i>The Asian world</i> Students investigate ONE of these Asian societies in depth: China or India.	Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005) OR Physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)	<ul style="list-style-type: none"> describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade OR creating a graphic representation of the extent of India as a political unit at this time (for example, its diverse climatic and geographical features, types and location of food production, areas of high- and low-density population)
Mathematics	Statistics and probability <i>Data representation and interpretation</i>	Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169)	<ul style="list-style-type: none"> obtaining secondary data from newspapers, the Internet and the Australian Bureau of Statistics investigating secondary data relating to the distribution and use of non-renewable resources around the world
		Construct and compare a range of data displays including stem-and-leaf plots and dot plots (ACMSP170)	<ul style="list-style-type: none"> understanding that some data representations are more appropriate than others for particular data sets, and answering questions about those data sets

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			<ul style="list-style-type: none"> using ordered stem-and-leaf plots to record and display numerical data collected in a class investigation, such as constructing a class plot of height in centimetres on a shared stem-and-leaf plot for which the stems 12, 13, 14, 15, 16 and 17 have been produced
	Number and algebra	Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157)	<ul style="list-style-type: none"> justifying choices of written, mental or calculator strategies for solving specific problems including those involving large numbers understanding that quantities can be represented by different number types and calculated using various operations, and that choices need to be made about each calculating the percentage of the total local municipal area set aside for parkland, manufacturing, retail and residential dwellings to compare land use
	Linear and non-linear relationships	Investigate, interpret and analyse graphs from authentic data (ACMNA180)	<ul style="list-style-type: none"> using travel graphs to investigate and compare the distance travelled to and from school interpreting features of travel graphs such as the slope of lines and the meaning of horizontal lines using graphs of evaporation rates to explore water storage
Economics and Business	Economics and business knowledge and understanding	The ways consumers and producers interact and respond to each other in the market (ACHEK017)	<ul style="list-style-type: none"> investigating how consumers rely on businesses to meet their needs and wants examining how businesses respond to the demands of consumers (for example preference for healthy options, environmentally friendly packaging or organic food)

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			<ul style="list-style-type: none"> exploring why businesses might set a certain price for a product (for example, because that's what they think consumers will pay) and how they might adjust the price according to demand
		Characteristics of entrepreneurs and successful businesses (ACHEK019)	<ul style="list-style-type: none"> observing local businesses to identify factors that contribute to their success (for example location, quality of service, a high-quality product, sound management practices)

Year 8

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Design and Technologies (Years 7 and 8)	Design and technologies knowledge and understanding	Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical, sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)	<ul style="list-style-type: none"> • investigating how ethics, social values, profitability and sustainability considerations impact on design and technologies, for example animal welfare, intellectual property, off-shore manufacturing in Asia • identifying needs and new opportunities for design and enterprise, for example promotion and marketing of designed solutions •
		Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)	<ul style="list-style-type: none"> • comparing land and water management methods in contemporary Australian food and fibre production with traditional Aboriginal systems and countries of Asia, for example minimum-tillage cropping, water-efficient irrigation • investigating the management of plant and animal growth through natural means and with the use of chemical products like herbicides and medicines when producing food and fibre products • recognising the need to increase food production using cost efficient, ethical and sustainable production techniques • describing physical and chemical characteristics of soil and their effects on plant growth when producing food and fibre products • investigating different animal feeding strategies such as grazing and supplementary feeding, and their effects on product quality, for example meat tenderness, wool fibre diameter (micron), milk fat and protein content when producing food and fibre products

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			<ul style="list-style-type: none"> recognising the importance of food and fibre production to Australia's food security and economy including exports and imports to and from Asia when critiquing and exploring food and fibre production
	Design and technologies processes and production skills	Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035)	<ul style="list-style-type: none"> considering community needs when identifying opportunities for designing, for example gardens for a community centre, cost effective food service for a sport club investigating emerging technologies and their potential impact on design decisions, for example flame retardant fabrics or smart materials such as self-healing materials, digital technologies and agriculture
		Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)	<ul style="list-style-type: none"> using a variety of critical and creative thinking strategies such as brainstorming, sketching, 3-D modelling and experimenting to generate innovative design ideas documenting and communicating the generation and development of design ideas for an intended audience, for example developing a digital portfolio with images and text which clearly communicates each step of a design process

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		<p>Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037)</p>	<ul style="list-style-type: none"> developing technical production skills and safe working practices with independence to produce quality solutions designed for sustainability practising techniques to improve expertise, for example handling animals, cutting and joining materials identifying and managing risks in the development of various projects, for example working safely, responsibly, cooperatively and ethically on design projects, assessing uncertainty and risk in relation to long-term health and environmental impacts
		<p>Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038)</p>	<ul style="list-style-type: none"> evaluating designed solutions and processes and transferring new knowledge and skills to future design projects
		<p>Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)</p>	<ul style="list-style-type: none"> organising time, evaluating decisions and managing resources to ensure successful project completion and protection of the work space and local environment identifying risks and how to avoid them when planning production investigating the time needed for each step of production
Science	Science understanding <i>Biological sciences</i>	<p>Cells are the basic units of living things and have specialised structures and functions (ACSSU149)</p>	<ul style="list-style-type: none"> recognising that some organisms consist of a single cell recognising that cells reproduce via cell division describing mitosis as cell division for growth and repair
		<p>Multi-cellular organisms contain systems of organs that carry out specialised functions that enable</p>	<ul style="list-style-type: none"> comparing similar systems in different organisms such as digestive systems in herbivores and carnivores, respiratory systems in fish and mammals

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		them to survive and reproduce (ACSSU150)	<ul style="list-style-type: none"> distinguishing between asexual and sexual reproduction
	Science as a human endeavour <i>Nature and development of science</i>	Scientific knowledge has changed people's understanding of the world and is refined as new evidence becomes available (ACSHE134)	<ul style="list-style-type: none"> investigating developments in the understanding of cells and how this knowledge has impacted on areas such as health, medicine
		Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE226)	<ul style="list-style-type: none"> researching the use of reproductive technologies and how developments in this field rely on scientific knowledge from different areas of science
	<i>Use and influence of science</i>	People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE136)	<ul style="list-style-type: none"> describing how technologies have been applied to modern farming, forestry and fisheries techniques to improve yields and sustainability describing the impact of plant cloning techniques (asexual production) in agriculture such as horticulture, fruit production and vineyards recognising the role of knowledge of the environment and ecosystems in a number of occupations recognising the role of knowledge of cells and cell divisions in the area of disease treatment and control
Geography	Geographical knowledge and understanding <i>Landforms and landscapes</i>	Different types of landscapes and their distinctive landform features (ACHGK048)	<ul style="list-style-type: none"> identifying different types of landscapes, for example, coastal, riverine, arid, mountain and karst, and describing examples from each in Australia
		Causes, impacts and responses to a geomorphological hazard (ACHGK053)	<ul style="list-style-type: none"> discussing the extent to which human alteration of environments has contributed to the occurrence of the geomorphological hazard researching how the application of principles of prevention, mitigation and preparedness minimises the

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			harmful effects of geomorphological hazards or bushfires
History	<p>Historical knowledge and understanding</p> <p><i>Overview of the ancient to modern world</i></p> <p><i>The Western and Islamic World</i></p> <p>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.</p>	<p>The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)</p> <p>OR</p> <p>The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)</p> <p>OR</p> <p>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)</p> <p>OR</p> <p>The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH0010)</p>	<ul style="list-style-type: none"> • describing the way of life of the Vikings (for example living in a cold and harsh environment; the importance of farming and raids; the significance of honour in Viking warrior society) • • OR • describing the structure of feudal society (for example the role and responsibilities of the king, nobles, church, knights and peasants) • • OR • describing the way of life of people in the Ottoman Empire (for example the role of the coffee house and bazaar or marketplace, the power and responsibility of the Sultan to ensure that justice was served within society) OR • describing the way of life of people in Renaissance Italy (for example the role of men in tending the fields or merchant shops, the influence of government in particular city-states, for example Naples – a monarchy, Florence – a republic)
	<p><i>The Asia-Pacific World</i></p> <p>Students investigate ONE of these Asia-Pacific societies in depth: the</p>	<p>The reasons for Angkor’s rise to prominence, including wealth from trade and agriculture (ACDSEH060)</p>	<ul style="list-style-type: none"> • describing the main features of the water management system at Angkor (for example the extensive use of reservoirs and canals) •

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	<p>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.</p>	<p>The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)</p> <p>OR</p> <p>The role of the Tokugawa Shogunate in re-imposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade (ACDSEH063)</p> <p>The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)</p> <p>OR</p> <p>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)</p>	<ul style="list-style-type: none"> • • • • • OR • describing the relationship between the emperor, shogun, daimyo (lords) samurai (warriors), workers (for example farmers, artisans and traders) • investigating the demand for available land and the patterns of land use in the period • 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) • • • OR • describing the way of life of Easter Island (Rapa Nui) society (for example, fishing by the men, links between the household and the extended clan through the exchange of goods, wives, and labour; the use of stone tools) •
	<p><i>Expanding contacts</i> Students investigate ONE of the following historical developments in depth to explore the interaction of</p>	<p>The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)</p> <p>The extent of the Mongol expansion as one of the largest</p>	<ul style="list-style-type: none"> • describing the nomadic nature of Mongol life and the rise of Temujin (Genghis Khan) who united all Mongol tribes in 1206 CE

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	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.	land empires in history (ACDSEH078) OR The immediate and long-term effects of the conquest on the Aztecs or Incas as well as on the wider world (ACDSEH075)	<ul style="list-style-type: none"> 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) OR investigating the impact of conquest on the indigenous populations of Americas (for example the introduction of new diseases, horses and gunpowder) and the wider world (for example, the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe) and increased wealth in Europe
Mathematics	Number and algebra <i>Real numbers</i>	Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188)	<ul style="list-style-type: none"> understanding that rate and ratio problems can be solved using fractions or percentages and choosing the most efficient form to solve a particular problem calculating population growth rates in Australia and Asia and explaining their difference
	Statistics and probability <i>Data representation and interpretation</i>	Investigate techniques for collecting data, including census, sampling and observation (ACMSP284)	<ul style="list-style-type: none"> identifying situations where data can be collected by census and those where a sample is appropriate
		Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP206)	<ul style="list-style-type: none"> investigating the uses of random sampling to collect data
Explore the variation of means and proportions of random samples drawn from the same population (ACMSP293)	<ul style="list-style-type: none"> using sample properties to predict characteristics of the population 		

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		Investigate the effect of individual data values, including outliers, on the mean and median (ACMSP207)	<ul style="list-style-type: none"> using displays of data to explore and investigate effects
Economics and Business	Economics and business knowledge and understanding	The ways markets in Australia operate to enable distribution of resources and why they may be influenced by government (ACHEK027)	<ul style="list-style-type: none"> explaining how the interaction between buyers and sellers influences prices and how markets enable the distribution and allocation of resources (that is, how do businesses answer the questions of what to produce, how to produce and for whom to produce?)
		Types of businesses and the ways that businesses respond to opportunities in Australia (ACHEK030)	<ul style="list-style-type: none"> comparing different forms of business ownership (for example, sole proprietorship, partnership, corporation, cooperative, franchise) identifying examples of the different ways businesses respond to opportunities in the market (for example developing a new product to satisfy demand, changing the way they deliver their products or services to consumers)
		Influences on the ways people work and factors that might affect work in the future (ACHEK031)	<ul style="list-style-type: none"> investigating present influences on the ways people work, such as technological change, outsourced labour in the global economy, rapid communication changes, casualisation of the workforce