

Australian Curriculum: Humanities and Social Sciences

Planning options 2014–2015

April 2014

This document replaces *Australian Curriculum: History and Studies of Society and Environment — advice on implementing the Australian Curriculum P–10* (May 2013).

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Introduction

The P–10 Australian Curriculum Humanities and Social Sciences (HSS) learning area is made up of the following four subjects:

- History
- Geography
- Civics and Citizenship
- Economics and Business.

This paper provides advice and guidelines about implementing the P–10 Australian Curriculum HSS learning area in 2014–2015.

Programming advice

Programming decisions for all planning options should be based on the following Year-level advice.

P–10				
	P–2	3–4	Years 5–8	Years 9–10
	Schools:	Schools:	Schools:	Schools:
Time allocation	<ul style="list-style-type: none"> • make decisions about how much time is allocated to each subject in each year level or across the bands 			
HSS learning opportunities	<ul style="list-style-type: none"> • provide learning opportunities for children to experience History and Geography 	<ul style="list-style-type: none"> • provide learning opportunities for students to experience History, Geography and Civics and Citizenship 	<ul style="list-style-type: none"> • provide learning opportunities for students to experience all subjects — History, Geography, Civics and Citizenship, and Economics and Business 	<ul style="list-style-type: none"> • provide learning opportunities for students to experience History and to choose an elective/s from the other HSS subjects
Reporting	<ul style="list-style-type: none"> • report on what has been taught. 			

Time allocation: A guide for planning

Each option shows the minimum time allocation as a guide for programming. Times are based on minimum hours per year over:

- 37–40 weeks per year (P–9)
- 35–38 weeks per year (Year 10).

The following table shows hours per year expressed as hours per semester and term.

Time allocations as a guide for programming hours

Hours per year	Hours per semester	Hours per term
17–19	8.5	4.25
18–20	10	5
37–40	20	10
43–48	24	12
46–50	20	12.5
60–67	30	15
64–70	32	16

Note: 48 hours of timetable time per year is approximately equivalent to 70 minutes per week.

Planning options 2014–2015

While there are many planning options, this paper outlines four options to support school-based curriculum decision making.

Option 1: Develop three subjects — History, Geography, and Social Sciences*

Option 2: Develop four subjects — History, Geography, Civics and Citizenship, and Economics and Business.

Option 3: Develop an integrated subject for primary school settings and discipline-based subjects for secondary school settings.

Option 4: Develop two subjects — P–8 History and Geography with supplementary modules to cover the Civics and Citizenship and Economics and Business curriculum content. In Years 9–10 continue History and develop elective courses for Geography, Civics and Citizenship and, Economics and Business.

The planning options presented highlight choices about using the Australian Curriculum and the Queensland curriculum to plan and implement the Humanities and Social Sciences learning area.

This advice primarily looks at the Knowledge and Understanding strands of both curriculums; however, the Processes and Skills components of each should also be considered as part of the Investigative or Inquiry approach to learning that is central to this learning area.

Appendix 3 of this paper details the connections between the Skills strands in the Australian curriculum and the Ways of working from the Queensland *Essential Learnings*.

* 'Social Sciences' is used in this paper to refer to the subject which schools may call 'SOSE', General Humanities', or similar.

Planning courses in Civics and Citizenship or Economics and Business

The planning options in this paper reference the Queensland curriculum: *SOSE Essential Learnings* and *Standards* as the basis of curriculum planning for courses in Civics and Citizenship or Economics and Business.

The Australian Curriculum: Civics and Citizenship and the Australian Curriculum: Economics and Business have been published on the Australian Curriculum website as 'Available for use; not yet endorsed'.

Queensland schools have been advised to continue to use Queensland curriculum documents until the Australian Curriculum has been endorsed.

Option 1: Three subjects

History	P–10 Australian Curriculum: History			
	Plan using: Australian Curriculum: History.			
	P–2	Years 3–6	Years 7–9	Year 10
	18–20 hours	37–40 hours	46–50 hours	43–48 hours

Geography	P–8 Australian Curriculum: Geography			Elective — Australian Curriculum: Geography	
	Plan using: Australian Curriculum: Geography.			Plan using: Australian Curriculum: Geography.	
	P–2	Years 3–6	Years 7–8	Year 9	Year 10
	18–20 hours	37–40 hours	46–50 hours	46–50 hours	43–48 hours

Social Sciences	Years 3–8 Humanities or Social Sciences subject		Electives — Business and/or Civics and Citizenship	
	Plan using: <ul style="list-style-type: none"> statements from the <i>SOSE Essential Learnings and Standards</i>: <ul style="list-style-type: none"> Political and economic systems Culture and identity (see Appendix 2). <i>Statements of Learning for Civics and Citizenship</i> (see Appendix 1). National Sample Assessment in Civics and Citizenship <i>Assessment Domain for Year 6</i> (see Appendix 1). 		Business — plan using: <ul style="list-style-type: none"> <i>Year 10 Guidelines: Business</i> <i>Business Lower Secondary Subject Area Guidelines</i> Civics and Citizenship — plan using: <ul style="list-style-type: none"> <i>Statements of Learning for Civics and Citizenship</i> (see Appendix 1). National Sample Assessment in Civics and Citizenship <i>Assessment Domain for Year 10</i> (see Appendix 1). 	
	Years 3–4	Years 5–8	Year 9	Year 10
	18–20 hours	36–40 hours	64–70 hours	60–67 hours

Discussion — Option 1: Three subjects

Option 1 illustrates how schools can deliver the HSS learning area through three subjects — History, Geography, and Social Sciences (i.e. a general humanities or social sciences subject based on selected statements from the *SOSE Essential Learnings and Standards*).

In this option:

- **P–10 History** is based on the Australian Curriculum: History
- **P–8 Geography** is based on the Australian Curriculum: Geography with:
 - an **elective offering for Years 9–10** based on Australian Curriculum: Geography
- **Years 3–8 Social Sciences** is based on Queensland *SOSE Essential Learnings and Standards* (Culture and identity strand and Political and economic systems strand) with:
 - **electives in Years 9–10** for Business and Civics and Citizenship based on the Queensland *Year 10 Guidelines, Lower Secondary Subject Area Guidelines*, and national *Statements of Learning for Civics and Citizenship*.

The components of the Queensland *SOSE Essential Learnings* Knowledge and understanding statements not covered by the Australian Curriculum: History and Geography are listed in Appendix 2.

The Queensland *SOSE Essential Learnings* Ways of working are listed in Appendix 3.

Option 2: Four subjects

History	P–10 Australian Curriculum: History			
	Plan using: Australian Curriculum: History.			
	P–2	Years 3–6	Years 7–9	Year 10
18–20 hours	37–40 hours	46–50 hours	43–48 hours	

Geography	P–8 Australian Curriculum: Geography			Elective — Australian Curriculum: Geography	
	Plan using: Australian Curriculum: Geography.			Plan using: Australian Curriculum: Geography.	
	P–2	Years 3–6	Years 7–8	Year 9	Year 10
18–20 hours	37–40 hours	46–50 hours	46–50 hours	43–48 hours	

Civics and Citizenship	Years 3–8 Civics and Citizenship		Elective — Civics and Citizenship	
	Plan using: <ul style="list-style-type: none"> statements from the <i>SOSE Essential Learnings and Standards</i>: <ul style="list-style-type: none"> Political and economic systems Culture and identity (see Appendix 2). <i>Statements of Learning for Civics and Citizenship</i> (see Appendix 1). National Sample Assessment in Civics and Citizenship <i>Assessment Domain for Year 6</i> (see Appendix 1). 		Plan using: <ul style="list-style-type: none"> relevant <i>SOSE Essential Learnings and Standards</i> strands <i>Statements of Learning for Civics and Citizenship</i> National Sample Assessment in Civics and Citizenship <i>Assessment Domain for Year 10</i> (see Appendix 1). 	
	Years 3–8	Year 9	Year 10	
18–20 hours	18–20 hours	17–19 hours		

Option 2 continues over page

Economics and Business		Years 5–8 Economics and Business	Elective — Economics and Business	
		Plan using: <ul style="list-style-type: none"> statements from the <i>SOSE Essential Learnings and Standards</i>, especially: <ul style="list-style-type: none"> Political and economic systems. 	Plan using: <ul style="list-style-type: none"> <i>Business Lower Secondary Subject Area Guidelines</i> <i>Year 10 Guidelines: Business</i>. 	
		Years 5–8	Year 9	Year 10
		18–20 hours	46–50 hours	43–48 hours

Discussion — Option 2: Four subjects

This option illustrates how schools can deliver the HSS learning area through four subjects — History, Geography, Civics and Citizenship and Economics and Business.

In this option:

- **P–10 History** is based on the Australian Curriculum: History
- **P–8 Geography** is based on the Australian Curriculum: Geography with:
 - an **elective offering for Years 9–10** based on Australian Curriculum: Geography
- **Years 3–8 Civics and Citizenship** with an **elective offering in Years 9–10** is based on the Queensland *SOSE Essential Learnings and Standards* which contain embedded *Statements of Learning for Civics and Citizenship*, and National Sample Assessment in Civics and Citizenship *Assessment Domain*
- **Years 5–8 Economics and Business** with an **elective in Years 9–10** is based on relevant aspects of the Queensland *SOSE Essential Learnings and Standards*, *Year 10 Guidelines: Business* and *Business Lower Secondary Subject Area Guidelines*.

Option 3: Integrated and discipline-based subjects

Primary	P–6/7 — integrated subject		
	Plan using: <ul style="list-style-type: none"> • P–10 Australian Curriculum: History • P–10 Australian Curriculum: Geography • statements from the <i>SOSE Essential Learnings and Standards</i> related to Civics, and Economics and Business, especially: <ul style="list-style-type: none"> – Culture and identity – Political and economic systems • <i>Statements of Learning for Civics and Citizenship</i> (see Appendix 1) • National Sample Assessment in Civics and Citizenship <i>Assessment Domain for Year 6</i> (see Appendix 1). 		
	P–2	Years 3–6	Year 7
18–20 hours	37–40 hours	46–50 hours	

Secondary	Years 7/8–10 — four subjects						
	History	Geography	Civics and Citizenship	Economics and Business			
	Plan using: <ul style="list-style-type: none"> • P–10 Australian Curriculum: History. 	Plan using: <ul style="list-style-type: none"> • P–10 Australian Curriculum: Geography. 	Plan using: <ul style="list-style-type: none"> • <i>SOSE Essential Learnings and Standards</i> 	Plan using: <ul style="list-style-type: none"> • <i>Business Lower Secondary Subject Area Guidelines</i> • <i>Year 10 Guidelines: Business</i>. 			
Years 7/8	46–50 hours	46–50 hours	18–20 hours	18–20 hours			
Year 9	46–50 hours	46–50 hours	Elective	18–20 hours	Elective	46–50 hours	Elective
Year 10	43–48 hours	43–48 hours	Elective	17–19 hours	Elective	43–48 hours	Elective

Discussion — Option 3: Integrated and discipline-based subjects

This option illustrates how schools can deliver the HSS learning area through an integrated subject for primary school settings and discipline-based subjects for secondary school settings.

In this option:

- **P–6/7** is an integrated subject/course using:
 - **History** based on Australian Curriculum: History
 - **Geography** based on Australian Curriculum: Geography
 - **Civics and Citizenship**[†] based on Queensland SOSE Essential Learnings and Standards (Culture and identity strand and Political and economic systems strand)
 - **Economics and Business**[†] based on Queensland *SOSE Essential Learnings and Standards* (Culture and identity strand and Political and economic systems strand)
- **Years 7/8** offers four subjects or continues an integrated approach using:
 - **History** based on the Australian Curriculum: History
 - **Geography** based on the Australian Curriculum: Geography
 - **Civics and Citizenship** based on the Queensland *SOSE Essential Learnings and Standards* which contain embedded *Statements of Learning for Civics and Citizenship*, and National Sample Assessment in *Civics and Citizenship Assessment Domain*
 - **Economics and Business** based on relevant aspects of the Queensland SOSE Essential Learnings and Standards, Year 10 Guidelines: Business and Business Lower Secondary Subject Area Guidelines
- **Years 9–10 History** continues to be offered and elective stand-alone courses are offered for:
 - Geography
 - Civics and Citizenship
 - Economics and Business.

[†] Note: consideration may be given to the 'published but not endorsed' Australian Curriculum: Civics and Citizenship and Australian Curriculum: Economics and Business. However, Queensland schools have been advised to continue to use Queensland curriculum documents until the Australian Curriculum has been endorsed.

Option 4: Modular approach and discipline-based subjects

P–8	P–2 Australian Curriculum: History		Years 3–8 Australian Curriculum: History PLUS supplementary modules in Civics and Citizenship				
	Plan using: 1–2 modules per year level (Years 3–8) for Civics and Citizenship based on <i>SOSE Essential Learnings and Standards</i> linked to History timetabled time or as a 'short course' within the History timetabled time.						
	P–2		Years 3–6		Years 7–8		
	18–20 hours		37–40 hours + 18–20 hours = 55–60 hours		46–50 hours + 18–20 hours = 64–70 hours		
	P–4 Australian Curriculum: Geography			Years 5–8 Australian Curriculum: Geography PLUS supplementary modules in Economics and Business			
	Plan using: 1–2 modules per year level (Years 5–8) for Economics and Business based on <i>SOSE Essential Learnings and Standards</i> linked to Geography timetabled time or as a 'short course' within the Geography timetabled time.						
P–2		Years 3–4		Years 5–6		Years 7–8	
18–20 hours		37–40 hours		37–40 hours + 18–20 hours = 55–60 hours		46–50 hours + 18–20 hours = 64–70 hours	

Years 9–10 — four subjects	Years 9–10 History		Elective — Years 9–10 Geography		Elective — Years 9–10 Civics and Citizenship		Elective — Years 9–10 Economics and Business	
	Plan using: • Australian Curriculum: History.		Plan using: • Australian Curriculum: Geography.		Plan using: • <i>SOSE Essential Learnings and Standards</i> .		Plan using: • <i>Business Lower Secondary Subject Area Guidelines</i> • <i>Year 10 Guidelines: Business</i> .	
	Year 9	Year 10	Year 9	Year 10	Year 9	Year 10	Year 9	Year 10
	46–50 hours	43–48 hours	46–50 hours	43–48 hours	18–20 hours	46–50 hours	17–19 hours	43–48 hours

Discussion — Option 4: Modular approach and discipline-based subjects

This option illustrates how schools can deliver the HSS learning area through planning P–8 History and Geography with supplementary modules to cover the Civics and Citizenship and Economics and Business curriculum content, and offer Years 9–10 History with elective standalone courses for Geography, Civics and Citizenship, and Economics and Business.

In this option, the time allocations combine:

- **Years 3–8 History with Civics and Citizenship**
- **Years 5–8 Geography with Economics and Business.**

In these blocks of time, Civics and Citizenship and Economics and Business are covered by:

- planning modules that can be integrated into the History and Geography courses (respectively)

or

- developing standalone modules that can share the timetabled time with these subjects.

For example, in Year 6, History and Civics and Citizenship is timetabled for 60 hours over the year (approximately 1.5 hours per week). In that time, some Civics and Citizenship content is integrated into the History course (but assessed separately for reporting purposes) and other content is implemented as a stand-alone module. Different school settings can choose how to operationalise this option.

- **Years 9–10 History** continues to be offered and elective stand-alone courses are offered for:
 - Geography
 - Civics and Citizenship
 - Economics and Business.

Reporting

Schools report on what has been taught. School sectors and schools are responsible for reporting student achievement and making appropriate decisions about student achievement. Any advice about reporting needs to be considered in the context of systems requirements and processes.

The QSA has developed an advice paper on implementing the Australian Curriculum, *Reporting student achievement and progress in Prep to Year 10*, which can be accessed at www.qsa.qld.edu.au/13634.html. This paper provides broad advice about the principles of reporting and draft P–10 reporting standards.

Reporting in the Humanities and Social Sciences requires some administrative considerations. These include:

- the name for the planning option taken, i.e. Humanities and Social Sciences, or the separate subject names, or a combination of subjects
- a recognition in the physical report and in the information supplied to parents/carers and students that the reported results are based on different amounts of programmed time
- the amount of summative assessment used to determine the level of achievement or reported result, e.g. a reported result for Civics and citizenship in Year 5 may come from a single assessment. This may be overcome by using monitoring and formative assessments to confirm a summative judgment
- using assessment techniques that gather information across the course rather than at an end point.

While reporting standards frameworks are generally set, schools may have the flexibility to describe key components of the HSS course, such as the time allocation, the course organisation, the content and the assessment in the individual comments, or in the preliminary material that frames the 'report card'.

Some of the administrative considerations may be overcome by applying the principles of making on-balance judgments to reporting practices. On-balance judgments are professional decisions made by teachers about the overall quality of a student's work that best matches the achievement standards.

Teachers make on-balance judgments about the evidence in student work:

- in individual assessments for monitoring, formative or summative purposes
- based on a folio of student work that has been planned to provide sufficient evidence of achievement in relation to the curriculum content and achievement standards.

An on-balance judgment does not involve averaging a grade across different assessments. The on-balance judgment represents the student's achievement at the time of reporting.

Appendix 1: Civics and Citizenship

Civics and Citizenship curriculum and programming in Queensland is informed by the *Statements of Learning for Civics and Citizenship* and the National Assessment Program — Civics and Citizenship (NAP-CC).

Statements of Learning for Civics and Citizenship

The *SOSE Essential Learnings and Standards* embed the national *Statements of Learning for Civics and Citizenship* (SOL-CC) into the learning statements, where appropriate. Subsequently, the learning statements for all SOSE strands contain Civics and Citizenship content, especially the Time, continuity and change and Political and economic systems strands. The citizenship component of the learning in the national statements is acknowledged in the participation and reflection statements contained in Ways of working statements within the *SOSE Essential Learning and Standards*. The emphasis on this learning is described in the learning and assessment focus for each phase of learning.

The *Statements of Learning for Civics and Citizenship* are organised in four-year junctures (the end of Years 3, 5, 7 and 9) and are structured around three broadly defined aspects of Civics and Citizenship curriculums that are considered essential and common.

- **Government and Law** explores institutions, principles and values underpinning Australia's representative democracy including the key features of the Australian Constitution; the role of democracy in building a socially cohesive and civil society; ways in which individuals, groups and governments make decisions; how governments and parliaments are elected and formed; levels and roles of government; concepts of power, leadership and community service; the purpose of laws; and the ways in which Australia's legal system contributes to democratic principles, rights and freedoms.
- **Citizenship in a Democracy** explores the rights and responsibilities of citizens in a democratic society and the civic knowledge, skills and values required to participate as informed and active citizens in local, state, national, regional and global contexts. Australia's cultural diversity and place in the Asia-Pacific region and in the world are explored. Issues of environmental sustainability are examined as well as opportunities to learn to make decisions that build a capacity for futures-oriented thinking. The ways in which the media and ICT are used by individuals and governments to exert influence and the influence that media and ICT have on civic debate and citizen engagement are examined. Opportunities to practise democratic values and processes in classrooms, schools and communities are included.
- **Historical Perspectives** explores the impact of the past on Australian civil society. The impact of British colonisation on Aboriginal and Torres Strait Islander peoples and their pursuit of citizenship rights are examined. The ways in which individuals, events and popular movements have influenced the development of democracy in Australia and the influence of past societies on Australian democracy are explored. The influence of local, state, national, regional and global events, issues and perspectives on Australia's changing national identities and the impact of government policy on the development of Australia as a culturally diverse nation are examined.

For further information, see the MCEECDYA *Statements of Learning for Civics and Citizenship*: www.mceetya.edu.au/mceecdya/statements_of_learning,22835.html.

National Assessment Program — Civics and Citizenship

NAP-CC commenced in 2004. In this assessment, which is held every three years, sample groups of Year 6 and Year 10 students from across Australia are tested on their civic knowledge

and understanding, and the skills and values needed for active citizenship. The contents of the assessment instruments are defined according to the *NAP-CC Assessment Domain*.

The Assessment Framework consists of four discrete aspects which are further organised according to their content:

- **Civics and citizenship content**, which is organised into the same three content areas as the SOL-CC — Government and Law, Citizenship in a Democracy, and Historical Perspectives. (Some minor changes to the original SOL-CC definitions have been made in the revised Assessment Framework.) Each of the content areas is further divided into constituent concepts
- **Cognitive processes for understanding civics and citizenship**, which comprises 13 cognitive processes organised under Knowing and Reasoning and Analysing:
 - Knowing, which includes the following processes — Define, Describe, and Illustrate with examples
 - Reasoning and Analysing, which includes the following processes — Interpret information, Relate, Justify, Integrate, Generalise, Evaluate, Solve problems, Hypothesise, Understand civic motivation, Understand civic continuity and change
- **Affective processes for civics and citizenship**, which comprises three affective processes: Civic identity and connectedness, Civic efficacy, and Civic belief and attitudes
- **Civics and Citizenship participation**, which comprises: behaviours, intended behaviours and skills for participation.

For further information, see NAP-CC: www.nap.edu.au/NAP_Sample_Assessments/About_each_domain/Civics_and_Citizenship/index.html.

Appendix 2: SOSE Knowledge and understanding

Knowledge and understanding components of SOSE relevant to Civics and citizenship and Economics and Business

Key: Economics and business

By the end of Year 3	By the end of Year 5	By the end of Year 7	By the end of Year 9
Culture and identity			
<p>Local communities have different groups with shared values and common interests.</p> <ul style="list-style-type: none"> Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members. 			
Political and economic systems			
<p>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.</p> <ul style="list-style-type: none"> Rights and responsibilities, rules and codes of behaviour are part of local communities. Democratic decision-making systems help people to live and work together in communities. Voting is used to make decisions and select leaders in democratic systems. Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues. People and resources are involved in the production and consumption of familiar goods and services. 	<p>Communities have developed decision-making systems that include principles and values formed over time.</p> <ul style="list-style-type: none"> Australia's government systems are based on principles of democracy, including elected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States. Australia's legal system has laws to protect personal rights and responsibilities of young people, consequences for breaking laws and key personnel who ensure the functioning of the system. Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups. Australia is connected to other countries 	<p>Societies and economies have systems and institutions based on principles and values.</p> <ul style="list-style-type: none"> Australia's government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution. Australia's legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms. Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities. Australian citizenship involves values, 	<p>Societies consist of interconnected decision-making systems, institutions and processes based on principles and values.</p> <ul style="list-style-type: none"> Australia's government systems are based on liberal democratic principles, including the 'common good' and parliamentary elections, perform functions, including developing policy and formulating legislation, and have institutions and instruments, including the High Court and Acts of Parliament. Australia's legal and justice systems are based on principles, including an independent judiciary, perform functions, including the protection of rights, and use different types of law and courts. Australian citizenship involves recognising global perspectives and balancing majority rule against respecting minority interests. Australia's relationships with other

	<p>in the Asia–Pacific region by social and economic ties, including immigration, shared populations, assistance in disasters, trading goods and services, and common media sources and outlets.</p> <ul style="list-style-type: none"> • Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited. 	<p>attitudes and actions related to political equality and civil and human rights.</p> <ul style="list-style-type: none"> • Australia is connected to other nations through international agreements, the responsibilities of global citizenship, and shared commitments to security and environmental issues. • Economic systems involve primary, secondary, service and knowledge industries that use resources and develop products and services for sale to consumers. 	<p>nations involve membership of international organisations and participation in global systems of law, diplomacy, human rights, trade and security.</p> <ul style="list-style-type: none"> • Australia's economic system is shaped by a range of economic activities, including production and consumption, and government regulation.
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Appendix 3: SOSE Ways of working

By the end of Year 3	By the end of Year 5	By the end of Year 7	By the end of Year 9
<p>Students are able to:</p> <ul style="list-style-type: none"> • pose questions for investigations • plan simple investigations based on questions • identify and collect information and evidence from narratives and familiar sources • make judgments about the usefulness of the information and evidence • draw conclusions and give explanations, using information and evidence • communicate social and environmental ideas, using texts and terminology to match audience and purpose • share ideas, and plan and enact responses to group or community issues • participate in group decision making to achieve goals • reflect on and identify values associated with fairness, protecting the environment and behaving peacefully • reflect on learning to identify new understandings. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • pose and refine questions for investigations • plan investigations based on questions and inquiry models • collect and organise information and evidence • evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions • draw and justify conclusions based on information and evidence • communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose • share opinions, identify possibilities and propose actions to respond to findings • apply strategies to influence decisions or behaviours and to contribute to groups • reflect on and identify personal actions and those of others to clarify values associated with social justice, the democratic process, sustainability and peace • reflect on learning to identify new understandings and future applications. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify issues and use common and own focus questions • plan investigations using inquiry models • collect and analyse information and evidence from primary and secondary sources • evaluate sources of information and evidence for relevance, reliability, origins and perspective • draw conclusions and make decisions based on information and evidence by identifying patterns and connections • communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts • respond to investigation findings and conclusions by planning and implementing actions • apply strategies to contribute effectively to representative groups and to participate in civic activities • reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace • reflect on learning, apply new understandings and identify future applications. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify a research focus from broad topics and design focus questions and sub-questions • plan investigations, using discipline-specific inquiry models and processes • research and analyse data, information and evidence from primary and secondary sources • evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective • draw conclusions and make decisions supported by interpretations of data, information and evidence • communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts • respond to local and global issues by taking action in planned and enterprising ways • apply strategies for making group decisions and for taking informed social and environmental action • reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace • reflect on learning, apply new understandings and justify future applications.

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