
Program planning – Courses of study: Civics

Introduction

QSCC syllabuses provide frameworks for planning and assessment.

Year 9 and 10 Studies of Society and Environment optional subject syllabuses for Civics, Geography and History

Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines

Elaborations of learning outcomes using Civics, perspectives — SOSE sourcebook guidelines (QSCC website — www.qscqld.edu.au)

Typical linkages of core learning outcomes to year levels:

- Level 4 outcomes are at the end of Year 7
- Level 6 outcomes are at the end of Year 10.

Queensland School Curriculum Council syllabuses provide frameworks for planning learning and assessment activities through which students have opportunities to demonstrate what they know and can do with what they know in the key learning areas. Syllabuses are intended to be implemented through the development of programs, units and activities that meet the needs of students and communities in their local contexts. The Years 9 and 10 Studies of Society and Environment optional subject syllabuses for Civics, Geography and History outline one way the Levels 5 and 6 core learning outcomes of the *Years 1 to 10 Studies of Society and Environment Syllabus* can be organised to create courses of study for lower secondary students. These syllabuses describe how a combination of any two optional subject syllabuses will assist students in Years 9 and 10 to demonstrate all the core learning outcomes for Levels 5 and 6. School authorities and teachers may choose other ways of developing courses of study, using outcomes drawn from Studies of Society and Environment and other key learning area syllabuses. Courses of study, which are designed around outcomes of key learning area syllabuses, need to reflect the guidelines, principles and decisions that underpin these syllabuses.

The *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* provide:

- information about an outcomes approach
- an outline of the scope and sequence of learning outcomes
- elaborations of core learning outcomes
- information on planning for learning and assessment. In the 'Planning for learning and assessment' section, advice is offered about characteristics of worthwhile programs, units and activities and program planning considerations. This advice informs the suggested course of study. The Levels 1 to 6 module topics and Levels 1 to 6 module learning outcomes maps for Studies of Society and Environment provide one way of planning a Studies of Society and Environment program. Elaborations of learning outcomes using Civics, Geography and History perspectives are available on the Studies of Society and Environment sourcebook guidelines page of the QSCC website (www.qscqld.edu.au).

Courses of study developed for Years 9 and 10 need to recognise students' prior learning. The core learning outcomes within Queensland School Curriculum Council syllabuses are organised in six levels. Some students will have demonstrated a number of Level 5 core learning outcomes by the end of Year 8 and may have begun to work towards some outcomes at Level 6. Similarly, most students will have demonstrated Level 4 core learning outcomes by the end of Year 7.

Civics education

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| The nature of learning in Civics | The nature of learning in Civics is described in the 'Rationale' section of <i>Years 9 and 10 Studies of Society and Environment Optional Civics Subject Syllabus</i> . The following is an extract from the <i>Optional Civics Subject Syllabus</i> . |
| Citizenship education Australian and global perspectives Characteristics and principles of collective life Local, state and federal government in Australia Australian and global citizenship | <p><i>The study of Civics, which includes active citizenship education, is essential for life in today's world. Studies in Civics are contemporary and focus on key issues facing Australians as well as people in other parts of the world. Civics study provides the framework for exploring and examining the main characteristics and principles of collective life. How governments are constructed and how they function through various instrumentalities and agencies provide the major focus of Civics with special attention given to Australian governments at local, state and federal levels. Knowledge of Civics will equip young people to understand, participate in and benefit from their status as Australians and members of wider world communities.</i></p> |
| Two major roles of Civics education: <ul style="list-style-type: none">• creating a sense of belonging• creating a sense of how to live together. | <p><i>Civics education has two major roles. The first is the creation of a sense of belonging between the students and a number of groups and institutions in their lives. These span families, sporting clubs and schools as well as the government levels and functions with which they come in contact from time to time. The orientation is on a sense of belonging now as well as in a future time when the students attain a greater maturity. The second role of Civics education is the creation of a sense of how to live together. The orientations will be from outside and involve looking into various social settings including those to which students already belong. The two roles will enable students to appreciate better the various identities they have and the need for these identities to exist harmoniously in an increasingly complex world.</i></p> |
| Active citizenship – informed involvement in local, state, national and global affairs. | <p><i>The knowledge of Civics and the roles of citizenship education form a partnership with the potential to produce a citizenry aware of political systems, especially those used in Australia, and the interactive nature of governments. This knowledge has the potential to enhance the sense of wellbeing and to encourage involvement in local, state, national and global affairs.</i></p> |

Components of a Civics course of study

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| Civics course considerations: <ul style="list-style-type: none">• geographic diversity• diversity in Australian contexts• range of time settings• range of institutional settings• active participation | When designing and implementing Civics courses, consideration could be given to varying the time commitments and resources for: <ul style="list-style-type: none">• geographic diversity that includes Australia, the Asia-Pacific region, Europe, the United States of America and some other regions of the world• diversity in Australian contexts that draw from local, state and national settings• a range of time settings that centre on the contemporary but draw from ancient to modern periods• a range of institutional settings that include the workplace, the local community, the legal system and government structures• learning experiences that require students to participate actively in Civics and citizenship ventures. |
| Components of a Civics course: <ul style="list-style-type: none">• rationale• unit titles• time allocations• overview• core learning outcomes | A Civics course for Years 9 and 10 students should be based on the core learning outcomes from the <i>Years 9 and 10 Studies of Society and Environment Optional Civics Subject Syllabus</i> or the <i>Years 1 to 10 Studies of Society and Environment Syllabus</i> and should include: <ul style="list-style-type: none">• a rationale (see the 'Rationale' section of the <i>Years 9 and 10 Studies of Society and Environment Optional Civics Subject Syllabus</i>) for studying Civics including some guidelines for topic selection• unit titles• time allocations for each unit• an overview of the type of content and student learning that could be expected in each unit• information on the core learning outcomes that will be demonstrated by successful completion of each unit. |

Suggested elements to be developed from a course outline.

Elements to be developed from this course outline would include:

- sequenced and phased activities for each unit that describe opportunities for students to demonstrate the core learning outcomes
- assessment and reporting strategies
- student profiles
- links within and across the key learning areas
- equity considerations
- school authority policies and other systemic requirements.

Civics is not restricted to a single Studies of Society and Environment strand.

When designing a course of study, it should be acknowledged that Civics is not restricted to any one of the strands used to organise the Years 1 to 10 Studies of Society and Environment core learning outcomes. Civics learnings in terms of both knowledge and processes are embedded in the core learning outcomes of all four strands.

Core learning outcomes:
• conceptual development – Levels 1–6
• Process development – Levels 1–6

The core learning outcomes develop systematically from Level 1 to Level 6 in two main ways:

- **conceptually** — for example, the *first* core learning outcome in the Time, Continuity and Change strand develops the concept of evidence over time; the *third* core learning outcome of Place and Space develops the concept of stewardship; the *first* core learning outcome of Culture and Identity develops the concept of cultural diversity; the *fourth* core learning outcome of Systems, Resources and Power develops the concept of citizenship and government and so on for each of the five core learning outcomes of the four strands.
- **in terms of processes** — for example, the *first* outcome in ALL strands and levels develops the process of *investigating*. The second outcome develops the process of *creating*, the third *participating*, the fourth *communicating* and the fifth *reflecting*. These processes provide clear links with the criteria used in the senior Social Science syllabuses produced by the Board of Senior Secondary School Studies. They also relate closely to the seven valued attributes of a lifelong learner, identified in all Queensland School Curriculum Council syllabuses.

Studies of Society and Environment syllabuses and the sourcebook guidelines are available on the QSCC website (www.qscc.qld.edu.au).

For more information about the sequencing of core learning outcomes, refer to the Studies of Society and Environment syllabuses and the sourcebook guidelines (available on the QSCC website: www.qscc.qld.edu.au).

Proposed Civics course of study for Years 9 and 10 (core learning outcomes Levels 5 and 6)

This course is not the only approach to structuring Civics.

This course advice outlines a possible sequence of units. It is not prescriptive or the only sequence of Civics units possible, but aims to provide a starting point for the development of a Civics course in Years 9 and 10.

Thematic organisation using Civics perspectives

The organisation of this course uses the themes of various Civics perspectives. Each proposed unit is based on a broad Civics perspective and this provides the conceptual focus for each unit.

Units mapped against Studies of Society and Environment core learning outcomes identified in the Civics optional syllabus.

The proposed units are mapped against the core learning outcomes of the *Years 1 to 10 Studies of Society and Environment Syllabus* identified in the *Years 9 and 10 Studies of Society and Environment Optional Civics Subject Syllabus*.

In the following proposed course, the units included are based on the assumption that students will have demonstrated all Level 4 core learning outcomes and the Level 5 core learning outcomes not identified in the *Years 9 and 10 Studies of Society and Environment Optional Civics Subject Syllabus*.

Possible assessment instruments included in course advice

The inclusion of possible assessment instruments in this course advice emphasises the dual role of outcomes, as described by the syllabus, to provide a framework for planning and assessment. These assessment instruments are suggested as possible ways of measuring students' demonstrations of the stated core learning outcomes. However, planning using this suggested framework will require exact matching of core learning outcomes to assessment instruments to ensure appropriate techniques for measuring student demonstrations of outcomes are used. This may require different allocations of core learning outcomes to units of work to suit individual learning contexts.

Indicative time allocations are an estimate of the minimum time needed to provide students with opportunities to demonstrate the core learning outcomes.
Time allocation – 120 hours.

This course, through the time allocations of each of the proposed units, relates to the indicative time allocations as agreed to by all schooling authorities represented on the Queensland School Curriculum Council. Further information is located in the *Years 1 to 10 Studies of Society and Environment Syllabus*. As this course is designed for Years 9 and 10 students, 120 hours of the indicative time allocation of 180 hours across Years 8 to 10 has been suggested.

Suggested resources

Discovering Democracy school materials project

Each proposed unit has a list of relevant resources that could support the learning within the unit. Some of these resources are modules that could be used in place of the unit or could be used selectively, rather than as a complete resource. An important resource available to all schools is the *Discovering Democracy* project. This resource was sent to all schools in Australia. Information about it can be found at www.curriculum.edu.au/democracy/. Another resource that complements the wide range of *Discovering Democracy* resources is *Linking Discovering Democracy and Studies of Society and Environment in Queensland Schools: A Planning and Professional Development Guide for Years 8–10* produced by Queensland Studies of Society and Environment (QSOSE), a consortium of professional associations, schooling authorities and tertiary institutions. This publication was also distributed to all Queensland schools. A copy of this and a range of other relevant Civics resources and links can be found at www.education.qld.gov.au/tal/ddemo/index.htm.

Linking Discovering Democracy and Studies of Society and Environment in Queensland Schools: A Planning and Professional Development Guide for Years 8–10 (QSOSE).

Course Overview

| Year level | Theme and time allocation | Overview | Core learning outcomes | Possible assessment | Resources |
|------------|--|---|---|--|--|
| 9 | Government and citizenship perspectives 12 hours | The development of Australian government and citizenship <ul style="list-style-type: none"> The development of citizenship, government and democracy from ancient times. The Federation of the Australian states and the development of the three levels of government in Australia. The creation of Australian citizenship and the rights and responsibilities of citizenship. Issues related to government and citizenship — voting rights, denial of citizenship status, broader definitions of citizenship, reforms to government systems, cultural aspects of citizenship. | TCC 5.1 Students use primary and secondary evidence to identify the development of ideas from ancient to modern times. TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings. CI 5.3 Students share their sense of belonging to a group to analyse cultural aspects that construct their identities. CI 5.4 Students describe how governments have caused changes to particular groups. SRP 5.5 Students apply the value of social justice to suggest ways of improving access to democracy in Queensland or other Australian political settings. | Research task to identify groups within Australia that have been denied citizenship, democracy or access to government. Active and informed citizenship task to create a submission to government proposing improvements to the system of government. | <i>Discovering Democracy</i> units: <ul style="list-style-type: none"> <i>Should the People Rule?</i> <i>Democratic Struggles</i> <i>Men and Women in Political Life</i> QSCC module: <i>Australian Federation</i> Federation web quests (Federation Matters) www.education.qld.gov.au/tal/federation/html/webquest.html Alexander, D. & Rouen, M. 1999, <i>Heinemann SOSE for Queensland Book 1</i> , Heinemann, Port Melbourne, Vic (chapter 5) Kenman, S. et al. 2000, <i>SOSE Civics for Queensland</i> , Jacaranda, Milton, Qld. |
| 9 | Social and cultural perspectives 12 hours | Australian identities and cultural diversity <ul style="list-style-type: none"> The stereotypical Australian identity and images of Australia (bushman, surfer/bronzed Aussie, ocker, digger, etc.) and the events that contributed to the growth of the Australian identity (e.g. Anzac Day). Developing awareness of cultural diversity/multiculturalism in Australia — Pre-European Australia to the present (significant events that created multicultural Australia/diversity of Indigenous people/coming of the Europeans/gold rushes/early Asian migration/Pacific Islander labourers/ White Australia Policy/impact of wars/Post WWII reconstruction and population policy/1970s and development of multicultural policy/ refugees and illegal immigrants, etc.). The nature of cultural diversity in Australia and elsewhere (customs, traditions, religions, dress, food, employment, etc.). The role of the media in portraying groups (dominant and marginalised identities). How should Australia celebrate and improve as a multicultural/culturally diverse society? (productive diversity, inclusiveness, etc.) | TCC 5.4 Students explain the consequences of Australia's international relations on the development of a cohesive society. TCC 5.5 Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages. CI 5.1 Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects. CI 5.2 Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community. CI 5.5 Students express how dominant and marginalised identities are constructed by media and other influences. | Project to plan an Anzac Day, Australia Day, Queensland Day event to include an inclusive Australian identity. Campaign that addresses a problem or promotes an aspect of the Australian identity as part of the Centenary of Federation celebrations. The plan will respond to the theme — Australian society: the next 100 years. | Parts of QSCC module: <i>Anzac Cove to Anzac Day</i> Kenman, S. et al. 2000, <i>SOSE Civics for Queensland</i> , Jacaranda, Milton, Qld (chapters 2 and 11) |

| Year level | Theme and time allocation | Overview | Core learning outcomes | Possible assessment | Resources |
|------------|---|---|---|--|---|
| 9 | Legal perspectives 12 hours | The law — protection, restriction and regulation <ul style="list-style-type: none"> The basic concepts associated with law and its links to government and citizenship. The history of legal systems from ancient times and the origins of laws to significant 'modern events' that have influenced the shape of Australian legal systems. The main features and principles of Australia's legal systems (parliament, common law, precedents, types of laws — criminal and civil, trials and courts, law enforcement and civil liberties, etc.). Law reform and changing laws — contemporary or topical issues related to the legal process — mandatory sentencing, environmental protection, voting age, etc. | TCC 5.1 Students use primary and secondary evidence to identify the development of ideas from ancient to modern times. TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings. SRP 5.3 Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue. SRP 5.4 Students report on the main features and principles of legal systems in Australia. | Mock trial or parliamentary session to model participation in the legal process. Research task to propose law reforms or suggestions to address current legal issues. | <i>Discovering Democracy</i> unit: <ul style="list-style-type: none"> <i>Law</i> Queensland Law Society SOSE modules: http://www.qls.com.au/ (Public Services – Education Programs) Kenman, S. et al. 2000, <i>SOSE Civics for Queensland</i>, Jacaranda, Milton, Qld (chapters 6 and 8) |
| 9 | Environment perspectives 12 hours | Green citizenship <ul style="list-style-type: none"> The role of governments and citizens in protecting and conserving the natural, social and built environment through legislation, regulation and activism. Current environmental debates and issues at a range of levels (loss of biodiversity, disruptions to ecosystems, threats to plant and animal species, soil erosion, salinity, sustainable energy, etc.). Local or regional environmental issues related to planning or proposed/possible/future developments. | TCC 5.2 Students represent situations both before and after a period of rapid change. PS 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems. PS 5.3 Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations. SRP 5.1 Students evaluate the relationship between an ecological system and a government and/or an economic system. SRP 5.3 Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue. | Environment al impact study to evaluate a proposal related to a local or regional issue. Campaign task to provide advice/influence government decisions about a particular environmental issue. | SEQ2001 regional planning project for South East Queensland module: <i>Managing Regional Growth</i> www.projects.dcilgp.qld.gov.au/seq2001/education/edu_module_intro.asp <i>Discovering Democracy</i> unit: <ul style="list-style-type: none"> <i>Getting Things Done</i> Kenman, S. et al. 2000, <i>SOSE Civics for Queensland</i>, Jacaranda, Milton, Qld (chapters 3 and 10) Power for a sustainable future (Queensland Government) www.sustainableenergy.qld.edu.au/ |
| 9 | Economic and industrial perspectives 12 hours | Economy, business and environment <ul style="list-style-type: none"> The basic principles of economic systems (supply and demand, profit and loss, needs and wants, goods and services, currency and banking, commerce and trade, regulation, the global economic system, etc.). | SRP 5.1 Students evaluate the relationship between an ecological system and a government and/or an economic system. SRP 5.2 Students design models of the Australian economic system to demonstrate its relationship to global trade. | Research report to identify an issue related to conflict between economic activity and the natural environment. | Economics Main Page www.pittsford.monroe.edu/jefferson/califieri/economics/EconMain.html <i>Discovering Democracy</i> unit: <ul style="list-style-type: none"> <i>What Sort of Nation?</i> King, D.A. 1998, Introductory Economics For Middle Secondary School, Longman, South Melbourne. |

| Year level | Theme and time allocation | Overview | Core learning outcomes | Possible assessment | Resources |
|------------|--|---|--|---|---|
| | | <ul style="list-style-type: none"> Resources and the impacts of resource exploration and use on ecological systems and the natural environment. Government legislation and regulation to balance economic and ecological considerations. Issues and conflicts regarding the relationships between economic and ecological systems in an Australian context (mining, timber, farming and pastoral enterprises, manufacturing, housing developments, pollution, land care, water watch, revegetation, etc.). | <p>SRP 5.3 Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue.</p> | <p>Group task to develop club/group/committee strategies for lobbying and taking action to address issues related to conflict between economic activity and the natural environment.</p> | <p><i>Queensland Agriculture in Years 1 to 10 Studies of Society and Environment Key Learning Area</i> (research paper prepared for the Queensland School Curriculum Council by Heather Hirsch, Education Representative, Queensland Farmers' Federation)</p> |
| 10 | <p>Environment perspectives</p> <p>12 hours</p> | <p>Australian and Asian environments — regional responsibilities?</p> <ul style="list-style-type: none"> The diversity of natural environments and ecosystems in the Asia-Pacific region and the ways in which individuals and groups have interacted, managed and exploited the environment in this region — for example, case studies of positive and negative impacts. Current environmental issues in the Asia-Pacific region — for example, global warming (Pacific Islands and rising sea levels), tourism (Bali and cultural and environmental degradation), resource management (use of Asian rainforests for timber exported to developed countries), sustainable economic development (sustainable primary industries and industry diversity to lessen environmental impacts), optimum population (India and China). Australia's role and responsibilities in the Asia-Pacific region — for example, the advocacy role of Australian governments, organisations and/or groups regarding the fairness of trading arrangements, foreign aid, protecting world heritage areas, reducing greenhouse gases, supporting sustainable fishing practices and the trade of ethically produced products. | <p>TCC 6.3 Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments.</p> <p>TCC 6.4 Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles.</p> <p>PS 6.2 Students create proposals to resolve environmental issues in the Asia-Pacific region.</p> <p>PS 6.3 Students initiate and undertake an environmental action research project based on fieldwork.</p> <p>SRP 6.3 Students advocate to influence Australia's role in future global economies or environments.</p> | <p>Environmental action research project to develop advocacy proposals to put to the Australian government regarding an environmental issue in the Asia-Pacific region.</p> | <p><i>Discovering Democracy</i> unit:</p> <ul style="list-style-type: none"> <i>Getting Things Done</i> |
| 10 | <p>Economic perspectives</p> <p>12 hours</p> | <p>Economic and corporate citizenship</p> <ul style="list-style-type: none"> The roles, rights and responsibilities of companies, employers and employees in Australia, including industry groups, employer advocacy groups and employee unions. Central concepts and processes associated with industrial relations (working conditions, productivity, health and safety, training, profit margins, etc.) Issues related to work and employment practices in a global context — for example, the practices of transnational companies, the use of labour in developing nations, the connection between global work practices and the Australian economy. | <p>SRP 6.2 Students make practical suggestions for improving productivity and working conditions in an industry or business.</p> <p>SRP 6.3 Students advocate to influence Australia's role in future global economies or environments.</p> <p>SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system.</p> | <p>Research report to compare and contrast working conditions in Australia and other locations in the developed and developing world.</p> <p>Plan a campaign to promote ways to improve working conditions in developing nations.</p> | <p>King, D. A. 1998, <i>Introductory Economics For Middle Secondary School</i>, Longman, South Melbourne.</p> <p>QSCC module: <i>Work: Revolution to redeployment</i></p> <p><i>Queensland Agriculture in Years 1 to 10 Studies of Society and Environment Key Learning Area</i> (research paper prepared for the Queensland School Curriculum Council by Heather Hirsch, Education).</p> |

| Year level | Theme and time allocation | Overview | Core learning outcomes | Possible assessment | Resources |
|------------|---|---|---|--|---|
| | | <ul style="list-style-type: none"> Concepts and ideas of corporate citizenship and the role of workers and consumers in influencing businesses to act in socially, culturally and environmentally responsible ways. <p>Tourism, culture and change*</p> <ul style="list-style-type: none"> Tourism in Queensland — concepts associated with tourism and some trends in Queensland tourism. The benefits/advantages, and costs/disadvantages of tourism in the local community. Changes in some tourist destinations in Queensland. Links with other issues such as global economic interdependence. Globalisation and Australia's culture — the influence of global conditions on Australia's tourism industry and culture in the future. Tourism in the Asia-Pacific region — tourism issues in the Asia-Pacific area. <p>* (Note: the learning outcomes coded with a 'D' are discretionary rather than core according to the syllabus.)</p> | <p>SRP 6.5 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.</p> <p>TCC 6.2 Students use their own research focus to analyse changes or continuities in the Asia-Pacific region.</p> <p>TCC D 6.4 Students evaluate the effectiveness of progressive actions from the past to recommend particular actions for the future.</p> <p>PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place.</p> <p>PS 6.2 Students create proposals to resolve environmental issues in the Asia-Pacific region.</p> <p>PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments.</p> <p>PS D 6.2 Students use modes of delivery appropriate for informing and persuading different audiences to promote ecologically and economically sustainable futures.</p> <p>PS D 6.4 Students use maps and graphs that interpret data to suggest links between geographic features of places and changes occurring within these places.</p> <p>CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups.</p> <p>SRP 6.1 Students develop and test a hypothesis concerning a relationship between global economic and ecological systems.</p> | | <p>Representative, Queensland Farmers' Federation</p> <p>Tourism module developed by Tourism Queensland and QSCC: <i>Tourism, Culture and Change</i> www.tq.com.au/education/</p> |
| 10 | <p>Global perspectives</p> <p>12 hours</p> | <p>The global citizen</p> <ul style="list-style-type: none"> The factors contributing to globalisation and its impact on Australia and on environments in the Asia-Pacific region. The environmental issues in the Asia-Pacific region, the global role of government and non-government organisations in relation to these issues, the impact of change on these environments and ideal solutions to those issues. Advocacy activities that assist the resolution of regional environmental issues and the concept of global citizenship. | <p>PS 6.2 Students create proposals to resolve environmental issues in the Asia-Pacific region.</p> <p>PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments.</p> <p>PS 6.5 Students make clear links between their values of peace and sustainability and their preferred vision of a place.</p> <p>SRP 6.2 Students make practical suggestions for improving productivity and working conditions in an industry or business.</p> <p>SRP 6.3 Students advocate to influence Australia's role in future global economies or environments.</p> <p>SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system.</p> | <p>Research report to investigate a regional environmental issue.</p> | <p>QSCC modules: <i>The global citizen: Ecology and economy</i> www.qscc.qld.edu.au/kla/sose/pdf/67qobal.pdf King, D.A. 1998, <i>Introductory Economics For Middle Secondary School</i>, Longman, South Melbourne</p> |

| Year level | Theme and time allocation | Overview | Core learning outcomes | Possible Assessment | Resources |
|------------|---|--|--|--|--|
| | | <ul style="list-style-type: none"> Regional environmental issues, conditions that make them issues, productivity and working conditions within some transnational corporations, Australia's role in future global economies and environments and some possible reforms needed to international economic systems. | | | Alexander, D. & Rouen, M. 1999, <i>Heinemann SOSE for Queensland Book 2</i> , Heinemann, Port Melbourne, Vic. <i>Globalisation and Years 1 to 10 Studies of Society and Environment Key Learning Area</i> (occasional paper prepared for QSCC by Brian Hoeppe, School of Professional Studies, Queensland University of Technology, Kelvin Grove) |
| 10 | Government and citizenship perspectives | <p>Politics, parties and the people</p> <ul style="list-style-type: none"> The development of Australian political systems from Federation to the present, specifically emphasising the development and role of political parties. Key individuals and groups associated with the formal and informal political process in Australia. The nature of democracy and representativeness in a multi-party democracy such as Australia. Case study of gender issues and representation in political systems and issues related to the reform of political systems. | <p>TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.</p> <p>TCC 6.3 Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments.</p> <p>TCC 6.4 Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles.</p> <p>TCC 6.5 Students develop criteria-based judgments about the ethical behaviour of people in the past.</p> <p>SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system.</p> <p>SRP 6.5 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.</p> | Profile of an Australian political party or social movement linked to the political process. | <p><i>Discovering Democracy</i> units:</p> <ul style="list-style-type: none"> <i>Parties Control Parliament</i> <i>Making a Nation</i> <p>Alexander, D. & Rouen, M. 1999, <i>Heinemann SOSE for Queensland Book 2</i>, Heinemann, Port Melbourne, Vic. Parts of QSCC module: <i>Potentials of democracy: Civics and Citizenship</i> (for TCC 6.1 and SRP 6.5.)</p> |
| 10 | Social and cultural perspectives 12 hours | <p>The future of the Australian community</p> <ul style="list-style-type: none"> Evaluation of events and ideas that have shaped Australian society and culture — for example, the treatment and status of Aboriginal people and Torres Strait Islander people, the White Australia Policy and perceptions of non-European and non-white races, the ethos of egalitarianism and social justice. | <p>TCC 6.3 Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments.</p> <p>CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity.</p> <p>CI 6.2 Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue.</p> <p>CI 6.3 Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong.</p> | Project to suggest ways to celebrate or moderate the impact of cultural diversity on Australia society. | <p><i>Discovering Democracy</i> units:</p> <ul style="list-style-type: none"> <i>Human Rights</i> <i>What Sort of Nation?</i> <p>Queensland Law Society SOSE modules: <i>Indigenous people and the law</i> www.qls.com.au/</p> |

| Year level | Theme and time allocation | Overview | Core learning outcomes | Possible assessment | Resources |
|------------|---------------------------|--|---|---------------------|-----------|
| | | <ul style="list-style-type: none"> The development of cultural diversity as part of Australian society, the movements seeking justice and reconciliation for Aboriginal people and Torres Strait Islander people, redefinition of race, class and gender in Australian society and the impact of globalisation on national identity. Current issues related to the nature of Australian society (Aboriginal reconciliation, perceptions of certain cultures by the mainstream media, the role of women in different locations and cultures, the impact of a global culture and government policy on immigration and multiculturalism, the rural downturn, marginalised locations, etc.). | <p>CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups.</p> <p>CI 6.5 Students analyse ways in which social construction of gender in different cultures and socioeconomic circumstances affects adolescent identities.</p> | | |