

**Studies of Society and Environment**

**Elaborations of**

**core learning outcomes   
using a civics perspective**

**and civics learning outcomes**

### June 2001

###### Time, Continuity and Change

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key concept: Evidence over time

Key process: Investigating

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|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core TCC 5.1  Students use primary and secondary evidence to identify the development of ideas from ancient to modern times. | Civics TCC 5.1  Students identify the social, economic and cultural impact of changes in regional Australia and Australia's export industries. | Core TCC 6.1  Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. | Civics TCC 6.1  Students identify the role of taxation systems in various time and place settings. |
| Students know:  Evidence over time | the development of ideas   * citizenship * individual freedom * civic responsibility * civil liberty * democracy * free trade * religion * philosophies e.g. individualism, altruism * capitalism * socialism * environmentalism   ancient to modern times   * pre- 2000 years ago * 2000 - 500 years ago * 500 - 100 years ago * 100 years ago – present * future | regional Australia   * as located outside of State and Territory capital cities (i.e. outside of Sydney, Melbourne, Brisbane, Adelaide, Perth, Darwin, Hobart and Canberra) * as inclusive of provincial cities (e.g. Toowoomba, Rockhampton, Cairns) and of smaller rural towns (e.g. Nambour, Emerald, Longreach) and of remote areas (e.g. Cape York) * as oppositional to ideas emanating from 'metropolitan' areas   Australia's export industries   * primary agricultural (e.g. sugar, wool, beef, wheat) * primary mineral (e.g. coal, silver, iron, bauxite) * secondary mineral (e.g. steel, aluminium) * secondary manufacturing (e.g. cars, cans, packaging) * tertiary services (e.g. education, tourism)   changes to regional Australia   * reduction in population in key provincial centres * reduction in provision of key services (e.g. shopping, banking, telecommunication, schools) * use of new labour-saving technologies * difficulties in or inability to attract new industries which generate additional employment * few employment and training options for young school leavers   changes to Australia's export industries:   * long-term reductions in commodity prices on the world market * difficulties in diversifying towards other industries | cultural construction of evidence from the past   * evidence of the same event from various standpoints e.g. * employer/employee * federal/State * regional/State * State and local * terra nullius land law in Australia and Indigenous law * constitutional monarchy/republican * socioeconomic situations * genders * relationships between evidence of a particular event, phenomenon or individual and the culture from which it is constructed e.g. * government in ancient Rome from patrician and plebeian accounts * an evaluation of trends in workforce participation from the point of view of different groups (male and female, Aborigines and Torres Strait Islanders and non-Aborigines and non-Torres Strait Islanders, English speaking and non-English speaking) | role of taxation systems   * role of officials of the State and of governments * role of other powerful interests (e.g. employers) * collection processes & distribution arrangements * use of retrogressive (e.g. flat rate) systems * use of systems which progressively tax higher earners more than lower income earners * provision of services for the population * investment in infrastructure works to benefit the whole or part of the society * extent taxation used for social welfare for the poor and disadvantaged of the society * how taxation addresses both dominant and marginalized groups in the society   various time and place settings   * ancient societies (e.g. Egypt, Greece, Rome) * medieval societies (e.g. Britain, Europe) * imperial societies (e.g. Roman, Turkish, British) * modern western societies (e.g. Australia, USA) * modern eastern societies (e.g. China, Japan) |
| Students can:  Investigate | use primary and secondary evidence to identify   * textbook definitions of 'freedom' at different times and compare them with those from surveys of different groups today * frame research questions concerning crime rates and sort evidence to identify relevant and reliable primary data * interpret visual evidence from the past to infer underlying ideas * incorporate and reference evidence in e.g. formal reports, research assignments, structured referenced essays, speech scripts | identify the social, economic and cultural impact of changes   * identify social impact of changes (e.g. of reduced support available in difficult times, fewer opportunities for young people) by graphing or recording community viewpoints * identify economic impact of changes (e.g. of reduced local employment levels and reduction in money circulating local economy) by tabulating statistical data on communities * identify cultural impact of changes (e.g. of reduced quality of life and access to mainstream cultural opportunities) by incorporating and referencing evidence in formal reports, research assignments, structured essays, speech scripts | evaluate evidence from the past to demonstrate cultural constructions   * make decisions about evidence based on a combination of judgments about reliability, representativeness and relevance * apply different perspectives to evidence * corroborate evidence * make judgments about cultural constructions * interpret and analyse evidence | identify the role of taxation in a society:   * collect evidence from a variety of primary and secondary sources * frame research questions concerning taxation * sort evidence for relevant, reliable primary data * make decisions about evidence based on judgments about reliability, representativeness and relevance * interpret visual evidence from the past to infer underlying ideas about taxation * apply different perspectives to evidence * corroborate evidence * make judgments about cultural constructions * interpret and analyse evidence * incorporate and reference evidence in e.g. formal reports, research assignments, structured referenced essays, speech scripts |

###### Time, Continuity and Change

**Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.**

Key concept: People and contributions

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Participating

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|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core TCC 5.3  Students collaborate to locate and systematically record information about the contributions of people in diverse past settings. | Civics TCC 5.2  Students use action research strategies to make judgments about changing gender roles in society and their impact on paid and unpaid work. | Core TCC 6.3  Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments. | Civics TCC 6.2  Students compare various citizenship oaths at different times and places and make decisions about the nature of citizenship in these settings. |
| Students know:  People and contributions | contributions of people   * in diverse settings such as: * domestic * economic * educational * environmental * industrial * legal * medical * philanthropic * political * religious * social/cultural * sporting   diverse past settings   * diversity of times e.g. ancient to modern * diversity of places e.g. Australia, global, European, non-European * diversity of cultures e.g. Western or non-Western, dominant and marginalised | society referred to   * assumed to be western and change-oriented in its cultural orientation, developed and industrialised in economic orientation (e.g. Australia, USA, UK) * not assumed to be from other cultural traditions or developing countries, where gender change generalisations may not be as apparent/tolerated   changing gender roles in our society   * challenges to traditional stereotypes of male and female roles, responsibilities and expectations (e.g. of male ‘breadwinner’, female ‘housewife’) * power of mass media in reinforcing dominant cultural values about gender roles and consumption * changes in nature of relationships (e.g. through living arrangements, separation and divorce) and in the structure and role of families (e.g. nuclear, blended, extended) have also changed gender expectations * influence of changed economic conditions (e.g. structural unemployment) and cultural expectations (e.g. across different religions or faiths) in creating greater diversity in gender roles and responsibilities * important role played by increased access to and participation in education in broadening views of possible and preferred futures for men and women * role played by anti-discrimination laws   impact of changing gender roles on paid work   * greater expectation of income earning from both partners in a relationship to match expenditure * greater use of casual and part-time staff * greater use of home-based outworkers and contractors to perform domestic tasks * more home-based flexible work in some professions   impact of changing gender roles on unpaid work   * reduction in people (mainly women) undertaking home duties also being available for voluntary work in schools and community agencies * pressure to calculate economic benefit of unpaid work in society before assuming its availability | values underlying negative and positive contributions to:   * democratic process e.g. Indigenous voting rights * social justice e.g. equality of opportunities * ecological and economic sustainability e.g. Snowy Mountains Scheme * peace e.g. multiculturalism   contributions by diverse individuals and groups in Australian environments   * diverse according to: * birthplace * ethnic background * urban/rural location * social class affiliation * gender * religion   contributions by diverse individuals and groups in Asian environments   * diverse according to: * philanthropic attitudes * acceptance of Western values * birthplace * ethnic background * urban/rural location * social class affiliation * gender * religion | the nature of citizenship   * originally defined membership of a city community * a ‘citizen’ came to be defined as a free, autonomous person and to be distinguished from others who were allowed to live in a country under circumscribed conditions (e.g. ‘subjects’, ‘slaves’, ‘guest workers’) * advent of the nation-state and of nationalism broadened its meaning to embrace a whole country * at heart is a legal contract and moral agreement between the State and an individual in a society with inter-dependent rights and responsibilities * specific rights and responsibilities of a citizen vary with time and place   various time and place settings   * Indigenous societies (e.g. Aboriginal) * ancient societies (e.g. Egypt, Greece, Rome) * medieval societies (e.g. Britain, Europe) * imperial societies (e.g. Roman, Chinese, British) * modern western societies (e.g. Australia, USA) * modern eastern societies (e.g. China, Japan)   citizenship oaths   * not usually required if a person acquires citizenship of a country as a birthright * purpose of citizenship oaths vary with societies, e.g. to assimilate or integrate migrants, to define non-citizens or guest workers * such oaths are usually formal statements which may be required by law of any person who intends becoming a citizen, and which usually: * attest to their loyalty to the country, * the forsaking of any pre-existing loyalties to other countries, and which * outline their rights and responsibilities as citizens * the text of the Australian oath has changed considerably over recent times, with changes to * our legal status in relation to the UK * key world events such as WWII * significant immigration of people from many countries other than the UK. |
| Students can:  Participate | collaboratively locate and systematically record information   * work cooperatively with e.g. peers, local community, online or experts to design, locate and record information e.g. * graphs * tables * databases * reports * diagrams * presentations * biographies * surveys | use action research strategies to make judgments:  Follow an investigative sequence such as:   * brainstorm information needed to investigate gender roles in our society * locate and gather as much information as possible * create hypotheses and test them against conclusions of guest speakers, research, news articles etc * develop criteria for evaluation of impacts of changing gender roles in society * develop strategies based on collected evidence * consider possible impacts of strategies * identify most effective strategy * test strategy, e.g. compare with outside agencies, those developed by experts, those designed by students from other schools, and begin cycle anew | collaboratively identify values   * collaborate with diverse groups within and beyond the immediate learning environment * meet and discuss issues with groups foreign to the learning group * develop a project designed to stimulate responses from diverse groups * share and compare decisions about values underlying past actions and, by consensus, create a summary | compare and make decisions:   * use the library and/or the internet to locate information on a variety of citizenship oaths from different times and places * identify key elements of similarity and difference * provide a systematic comparison of these oaths on key variables (e.g. rights and responsibilities listed, attitude to multiple citizenships) * use this comparison to make reasoned judgments and decisions about the apparent quality of citizenship in different cultures and countries * support the central tenets of the argument being advanced with verifiable evidence from varied perspectives and authoritative sources |

###### Time Continuity and Change

Key Concept: Causes and effects

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Communicating

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| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core TCC 5.4  Students explain the consequences of Australia’s international relations on the development of a cohesive society. | Civics TCC 5.3  Students create a diagrammatic overview to summarise the short- and long-term effects of a particular event on a population, including war, poverty, introduction of new industries, or exploitation of children. | Core TCC 6.4  Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles. | Civics TCC 6.3  Students communicate understandings of the causes and consequences of changes and continuities on groups and structures in society. |
| Students know:  Causes and effects | Australia’s international relations   * trade relations and growing engagement with Asia, ASEAN, WTO * military relations e.g. involvement in World Wars, Vietnam, Cambodia, East Timor * migration of people e.g. on First Fleet, mid nineteenth and twentieth centuries, currently * refugee policies * multilateral relations e.g. with UN, British Commonwealth, WTO   the development of a cohesive society   * a society that celebrates commonalities and the continuing evolution of a national identity * a society that celebrates diversity * the evolution of policies e.g. assimilation, multiculturalism, self-determination * events e.g. Federation, Olympic games and their impact on a diverse society | particular events   * war (e.g. WWI, WWII, civil wars, coups, guerrilla campaigns, popular uprisings, liberation struggles) * poverty (e.g. chronic, structural, episodic, caused by natural catastrophes or created conditions) * introduction of new industries (e.g. through use of technology, changed trading agreements) * exploitation of children (e.g. for cheap labour, to perform tasks based on size or weight, to contribute to family income)   varieties of populations   * particular country * whole societies within a country * particular groups (e.g. cultural, demographic, religious, political, economic) within a society * various groups, societies and nations across time and location   short-term effects of a particular event on a population   * war (e.g. disruption of lives, break up of families, death and destruction, outbreak of diseases) * poverty (e.g. hunger, thirst, loss of weight) * introduction of new industries (e.g. increased availability of paid employment, higher family income levels, improved standards of living) * exploitation of children (e.g. higher family income levels, improved standards of living)   long-term effects of a particular event on a population   * war (e.g. permanent separation of families, loss of family breadwinners) * poverty (e.g. loss of dignity, malnutrition, disease, death) * introduction of new industries (e.g. exploitation of cheap labour, maintenance of working conditions) * exploitation of children (e.g. lack of schooling and future) | causes of change or continuity in environments   * necessity e.g. non-renewable resources * human impacts on natural environments * educational practices * effect of green industries and environmental laws   causes of change or continuity in media   * revolution in information technologies * traditions of journalism and news reportage   causes of change or continuity in gender roles   * events e.g. WW2 * laws e.g. anti-discrimination * educational practices e.g. gender equity | society referred to   * assumed to western & change-oriented in its cultural orientation, developed & industrialised economic orientation (e.g. Australia, USA, UK) * not assumed to be from other cultural traditions or developing countries, even though such examples could be used   groups referred to   * types: cultural, demographic, religious, political, economic operating within a particular society * examples: Aboriginal housing corporation, local Police & Citizens Youth Club, a Greek Orthodox church, pensioners action society   structures referred to   * types: cultural, demographic, religious, political, economic operating within a particular society * examples: Aboriginal and Torres Strait Islander Commission, YWCA, the Greek Orthodox church in Australia, the welfare system   causes of change or continuity on groups and structures in society   * government policies (e.g. on economy, welfare) * natural disaster (e.g. flood, fire, famine) * unforeseen event (e.g. war, economic depression) * revolution in information and communication technologies (e.g. personal computer, satellite technology) * traditions of journalism and news reportage |
| Students can:  Communicate | explain consequences   * explain why and how globalisation needs to be managed * construct an argument in written, oral or non-written formats about how a policy, law, treaty or agreement affected the development of a multicultural Australia * create a diagram that traces the impact of the wool industry and bush experiences on a sense of egalitarianism in Australia * present a written or oral report explaining how British political developments e.g. universal suffrage or abolition of slavery, assisted the development of cohesion in Australian * create a structured, referenced response to a letter to the editor that is advocating more isolationism for Australia | create a diagrammatic overview to summarise effects:  design or select a method that organises, categorises and records complex information in visual ways e.g.   * graphs * tables * databases * diagrams * concept maps * consequences charts | produce a corroborated argument   * produce a reasoned case e.g. * written essay * non-written e.g. video production * formal report e.g. web-based * script e.g. for a speech * support central tenets with verifiable evidence from varied perspectives and authoritative sources * use conventions for referring to verifiable evidence in the body of the text, in references and in bibliographies * the Harvard referencing system for print * inclusion of evidence in commentary and/or in running subtitles for video * hypertext for electronic media * programs and guides for artistic productions | communicate understandings:   * collaborate with diverse groups within and beyond the immediate learning environment * participate in oral or web-based discussion groups to review issues and arguments * develop a project designed to stimulate responses from diverse groups * share and compare points of view * prepare a feature article or letter to the editor of a local newspaper |

###### Time Continuity and Change

Key concept: Heritage

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Reflecting

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|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core TCC 5.5  Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages. | Civics TCC 5.4  Students consult a range of historical sources to reveal different perspectives on the development of Australian political and decision-making processes. | Core TCC 6.5  Students develop criteria-based judgments about the ethical behaviour of people in the past. | Civics TCC 6.4  Students communicate with students in other locations concerning the relative pace of change in their local environments. |
| Students know:  Heritage | particular heritages e.g. beliefs in   * human rights * benefits of free markets * government regulation * a 'fair go' for all * patriarchy   who benefits or is disadvantaged e.g.   * rural/urban Australians * ethnic groups * social classes * groups with or without access to information | development of Australia’s political and decision making processes   * a society that celebrates commonalities and the continuing evolution of a national identity (e.g. through our British colonial heritage, ‘terra nullius’, monarchy, White Australia policy etc) and in our political institutions (e.g. adversarial legal and Westminster-based political heritage) * a society that celebrates diversity through migration of people (e.g. on First Fleet, mid nineteenth and twentieth centuries, currently), the evolution of policies (e.g. assimilation, multiculturalism, self-determination, refugee policies) and greater engagement within the geographical region * key changes in Australian involvement in organisations dedicated to political and economic aspects of trade (e.g. ASEAN, WTO), military relations (e.g. involvement in World Wars, Vietnam, Cambodia, East Timor) and multilateral relations (e.g. with UN, British Commonwealth) * different perspectives on key events in Australian history (e.g. Responsible government in States, Federation, adult franchise, 1964 Referendum on Commonwealth power to create laws for Aborigines, Olympic games) and their impact on a people in diverse society related to key themes (e.g. citizenship, individual freedom, civic responsibility, civil liberty, democracy, free trade, religion, philosophies such as individualism and altruism, ideologies such as capitalism, socialism and environmentalism) | the ethical behaviour of people in the past e.g.   * totalitarians e.g. ancient rulers, German Nazis, Soviet communists * advocates of trade protectionism in Australia 1890s * framers of 1902 Commonwealth Franchise Act * Indonesian nationalists, 1920-1965 * industrialists e.g. Robert Owen Henry Ford, * scientists and technologists e.g. Leonardo Da Vinci Wright Brothers, geneticists * participants in significant events related to conflict, compromise and consensus | alternative perceptions of the local environment   * home and immediate environs * nearest town or suburb * political or economic region   change in local environments   * physical (e.g. landscape, watercourses, landuse) * demographic (e.g. age distribution of population) * social (e.g. groups operating in community) * cultural (e.g. access to range of educational and cultural opportunities and pursuits) * economic (e.g. availability of paid employment, family income levels, standards of living) * political (e.g. representation of local concerns by political parties, parliaments and governments)   relative pace of change in local environments   * main types of change (i.e. evolutionary or gradual change versus revolutionary or rapid change) * factors affecting pace of change (e.g. human impacts on natural environments, educational practices, effect of industries, impact of laws and regulations) * sources of evidence for changes (e.g. recollections of community members, photographs, official records, local area historical accounts) |
| Students can:  Reflect | identify values inherent in historical sources   * analyse an historical source for its intended audience and message * identify what heritage is valued in an historical source * interpret the values within this heritage * enact a scene where characters of marginalised and dominant cultures reveal their different perspectives concerning the same heritage | consult a range of historical sources to reveal different perspectives:   * identifying vantage point of speaker/writer in primary evidence (e.g. male/female, Indigenous/ non-Indigenous, urban/rural, Labor/conservative) * sorting evidence to identify relevant and reliable data from both primary and secondary sources * interpreting visual evidence from the past to infer underlying ideas * evaluating an argument about how a policy, law, treaty or agreement affected the development of a multicultural Australia * creating a diagram that traces the impact of the wool industry and bush experiences on a sense of egalitarianism in Australia * presenting a written or oral report explaining how British political developments (e.g. universal suffrage or abolition of slavery) assisted the development of cohesion in Australia * creating a structured, referenced response to a letter to the editor that is advocating more isolationism for Australia | develop criteria-based judgments   * use ethics in a process for developing criteria * recognise that ethical behaviour is intentional in its characteristic features * consider contexts of the behaviour e.g. whether it was informed and intentional, the ends, means and consequences involved and whether it was selfish or altruistic * identify whether any absolute beliefs apply to this behaviour * reflect and reconsider * how would ‘I’ have behaved? * what values ‘I’ would have applied? * can we judge the behaviours of people in the past by the values of today? * construct and apply criteria * decide on relative importance of each criterion * give judgments not opinions * substantiate * reveal values of those doing the judging | communicate with students in other locations:  use of various types of media, such as   * oral means (e.g. discussion via excursion, phone conversations, audiotapes), * written means (e.g. stories, reports, essays) or * multi-mediated means (e.g. email, discussion lists, webpages, video) |

###### Place & Space

Key concept: Processes and environments

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Creating

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| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core PS 5.2  Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems. | Civics PS 5.1  Students analyse different perspectives to clarify what different regions mean. | Core PS 6.2  Students create proposals to resolve environmental issues in the Asia- Pacific region. | Civics PS 6.1  Students identify the characteristics that make a natural environment unique, and compare these with a list developed by an individual or a group who has had a long association with that environment. |
| Students know:  Processes and environments | a proposed project   * a current local area or school project * recent public projects e.g. koalas and highways * nature-link cableway to Springwood, stopped by the State government in Oct 2000   relationships within and between natural systems   * dependence and interdependence e.g. * nutrient cycle e.g. water, carbon * food webs * ecosystems * introduction of chemicals into a land, air or water system e.g. * fertilisers * herbicides * pesticides * growth hormones * fluorocarbons | ways of classifying different regions of the world   * a broad hemispherical location (e.g. Northern or Southern) * using a broad continent location (e.g. American, African, European) * using broad compass directions from a designated vantage point (e.g. North American, Middle Eastern, Far Eastern, South-Western Pacific) * by viewing dominant cultural groupings from a designated vantage point (e.g. Western, Eastern) * by using a broad combination of continent location and dominant cultural groupings (e.g. European, Asian) * by combinations of compass directions and dominant cultural groupings (e.g. East Asian, South Asian, South-East Asian) * using broad indices of economic development (e.g. developed versus developing countries) * grouping for trade linkage purposes (e.g. North American Free Trade Association, G8 industrial group, Asia and Pacific Economic Council) * groupings for political and economic linkage purposes (e.g. European Union) | environmental issues in the Asia-Pacific region   * global warming e.g. Pacific Islands and rising sea levels * tourism e.g. Bali and cultural and environmental degradation * resource management e.g. use of Asian rainforests for timber exported to developed countries * sustainable economic development e.g. sustainable primary industries and industry diversity to lessen environmental impacts * optimum population e.g. India and China * trade e.g. ethical considerations for trade in clothing and other consumer goods produced by sweatshop labour * effects of poverty and poor education on use of environment | concept of uniqueness  like no other in a particular grouping, incomparable to any other  ways of describing the characteristics of a natural environment   * landscape * landform * geomorphology * ecology * biodiversity * habitat   uniqueness of a natural environment   * concepts of heritage, natural heritage, cultural heritage, wilderness (e.g. as defined by World Heritage Committee of the United Nations) * specific landscape not able to be seen elsewhere in the world * combinations of landforms not present elsewhere in the world * particular patterns of geomorphology unique to a nominated area * specific ecology which sustains life in unique ways in a nominated area * presence of specific plants and animals which are unique to a nominated area * particular habitats provided for endangered plants and animals which are unique to a nominated area |
| Students can:  Create | design strategies for evaluating environmental impacts   * follow an investigative sequence such as: * brainstorm information ideally needed to evaluate a project * locate and gather as much information as possible * create hypotheses and test them against conclusions of guest speakers * develop criteria for evaluation of impacts * develop strategies based on collected evidence * consider possible impacts of strategies * identify most effective strategy * test strategy e.g. compare with outside agencies and those developed by experts, compare with strategies designed by students from other schools | analyse different perspectives:   * to clarify meaning (e.g. to ‘analyse’ involves breaking down into constituent parts, to ‘clarify meaning’ involves to elucidate understanding of underlying concepts/issues) * perspectives on global regions can be analysed to reveal and hence clarify the underlying concepts of * vantage point (e.g. central versus peripheral) * power relationship (e.g. dominant versus marginal) * main purpose served by use of grouping (e.g. political, economic, cultural, sporting); dominant perspective (e.g. Middle East and Far East regions were originally coined from the vantage point of the British Foreign Office during its empire era) | create proposal to resolve issues   * follow a realistic process for creating proposals * draft proposals based on informed understanding of issues * have proposals critiqued, perhaps anonymously by peers * improve proposal by responding to critiques * as a group decide if some or all proposals should be enacted and enact them * decide on an agency or organisation through which peace proposals are most likely to gain success * submit the proposals | identify characteristics of an environment:   * list admired features (e.g. physical beauty, view, space, wilderness) * conduct field trip to provide a systematic list under specific headings (e.g. landscape, landforms, geomorphology, ecology, biodiversity, habitats)   compare their perspective with that of an individual or group with a long association with that environment  knowledgeable person or group are more likely to have an integrated view of the characteristics of the environment and a more informed, comparative view of its uniqueness |

###### Place and Space

Key concept: Stewardship

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Participating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core PS 5.3  Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations. | Civics PS 5.2  Students evaluate the use of use of appropriate technologies to deal with an environmental issue of international significance. | Core PS 6.3  Students initiate and undertake an environmental action research project based on fieldwork. | Civics PS 6.2  Students participate in a performance to inform others about an environmental issue, and the values of those involved with the issue. |
| Students know:  Stewardship | impacts on ecosystems e.g.   * timber and forests * dams and river systems * mining and soil erosion * vegetation clearing and salination * real estate developments and impacts on transport systems   global locations   * Asia-Pacific region * regions defined by an inquiry * zones e.g. climatic, vegetation * places of current significance | environmental issues of international significance   * global warming and rising sea levels * cultural and environmental impacts of mass tourism * inappropriate management practices of scarce natural resources e.g. use of rainforests for timber * sustainable economic development e.g. sustainable primary industries and industry diversity to lessen environmental impacts * optimum population for available natural resources e.g. in India and China * ethical trade e.g. trade in clothing and other consumer goods based on fair wages and conditions, and environmental sustainability * effects of poverty and poor education on inappropriate use of the environment and natural resources   appropriate technologies – applications for various environmental issues   * technology appropriate to the time (e.g. global warming requires urgent modification, or environmentally-friendly alternatives to the use of fossil fuel-based technologies ) * technology appropriate to the place (e.g. rising sea levels in the Pacific and Indian oceans requires that more appropriate technologies are used in those places where most fossil fuel technologies are currently being used) * technology appropriate to cultural and religious values (e.g. the use of advanced transportation, communication and housing technologies in poorer countries dependent on mass tourism may generate a cycle of cultural degradation and negative environmental impacts) * technology appropriate to the available resources (e.g. inappropriate use of the environment and natural resources by poor and ill-educated people in some countries will not be solved merely by the importation of advanced technologies) * technology appropriate to the level of economic development (e.g. economic development in poorer countries will not be sustainable in the longer-term through the use of expensive fertilizers, herbicides and pesticides – which also have significant negative environmental impacts) * technology appropriate to the balance of benefits to costs (e.g. the use of advanced technologies to enhance productivity in the clothing trade in poorer countries often only serves to widen social and economic divisions and degrade valued traditions) * technology appropriate to the needs of most people (e.g. importation of western contraceptive technologies will not necessarily result in optimum population for available natural resources resulting in countries like India and China) | environmental action research project (community problem solving)   * environmental issue in local, national or global context * action research process * stakeholders and problem identification * data evaluation * action possibilities and outcomes prediction * action selection and implementation * action evaluation * new problem identification and process revisit | environmental issues   * global warming e.g. potential for rising sea levels in Pacific Islands * greenhouse gas emissions e.g. from coal-fired power stations and motor vehicle use * resource management e.g. use of old-growth forests for timber * sustainable economic development e.g. sustainable primary industries and industry diversity to lessen environmental impacts * tourism e.g. Indigenous cultural degradation and sustainable use of the environment * trade e.g. ethical considerations for trade in clothing and other consumer goods * degradation of soils and water supplies e.g. salinity levels from over-irrigation, over-use of fertilisers, herbicides and pesticides for agricultural production   values involved with the issue:  (a) ecological and economic sustainability   * heritage (e.g. impacts of environmental degradation on heritage values) * biodiversity (e.g. potential threats to endangered species) * intergenerational equity (e.g. ensuring that the needs of future generations are not compromised) * conservation (e.g. impacts of environmental degradation on conservation values ) * wilderness (e.g. potential threats to pristine areas of the environment)   (b) democracy  related to an environmental issue, could include the value of:   * participation (e.g. in a community discussion and debate) * involvement (e.g. in a campaign mounted by a community action group on a particular concern emerging in the media) * contact with political parties (e.g. to identify their environmental policies and specific stances on the issue) * contact with an elected representative (e.g. to assess his or her view on the issue)   (c) peace  related to an environmental issue, could include the value of:   * quietness and relaxation (e.g. through sensitive conservation policies and management practices) * cooperation and sharing (e.g. between groups with common interests on the issue) * tolerance (e.g. of people with different views on the issue) * reconciliation (e.g. with local Indigenous group concerning shared use of the environment) * interdependence (e.g. between different social and economic groups)   (d) social justice  related to an environmental issue, could include the value of:   * equality of access (e.g. to information from different sources) * equality of opportunity (e.g. regarding sharing the benefits arising) * justice & anti-discrimination (e.g. by ensuring that all actions by groups involved are in accordance with relevant laws) |
| Students can:  Participate | participate in a geographical inquiries to evaluate   * collaboratively develop key questions using a framework * establish what and where are the issues or patterns being investigated and how and why they exist * decide what their impacts or consequences are and what can be done to improve the situation * observe, record and describe a social, natural or built environmental pattern or activity * analyse and share findings * cooperatively explore and evaluate likely impacts | evaluate the use   * select an environmental issue with significant international (or global) dimensions * collect and summarise available data on the application of particular technologies * devise criteria for determining the appropriateness of particular technologies (e.g. as above) for possible application to this issue * apply these criteria * make informed judgments about the quality of the existing applications and the potential for the use of more appropriate technologies to deal with this environmental issue | initiate and undertake a project based on fieldwork   * consider positions of relevant existing pressure groups with an interest in the issue * participate in data collection with group e.g. EPA, DVA, ACF * establish expected outcomes * reflect on fieldwork findings and decide if further data collect is needed * fieldwork data collection techniques could include mappable data, graphable data, field sketches, photographic data, interviews , research, maps (topographical. vegetation, political, climate, land use, historical, choropleth), sketch maps, field sketches (cross sections) | participate in a performance to inform others:   * collaboratively develop a script which deals with the issue from several viewpoints * ensure that the script is based on accurate scientific information * base the roles of students on key individuals and groups who are key protagonists on the issue * select points of tension in the script that are based on key incidents already experienced by protagonists * ensure that resolution of issue in the script is based on a clear preferred vision of the future which reflects some of the key values |

###### Place and Space

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key concept: Significance of place

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

Key process: Reflecting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core PS 5.5  Students evaluate ideas concerning sustainability to identify who may benefit and who may be disadvantaged from changes to a Queensland industry. | Civics PS 5.3  Students suggest options for social action to promote community understanding of the interdependency of environments. | Core PS 6.5  Students make clear links between their values of peace and sustainability and their preferred vision of a place. | Civics PS 6.3  Students evaluate the management of a place to report on the effectiveness and efficiency of management practices. |
| Students know:  Significance of place | ideas concerning sustainability   * conservation * recycling * appropriate technologies * exploitation * intergenerational equity * green taxes * green investment and marketing * forestry agreements * non-renewable resources   who may benefit and be disadvantaged from changes   * rich/poor * rural/urban * present generation/future generations * employers/employees * employed/unemployed * people who use environment for recreation/ people who use environment as an industrial resource   changes   * size e.g. market growth (domestic, international), profit growth, geographic growth, downsizing labour, loss of market share * orientation e.g. manufacturing or service based * technology e.g. from low tech to high tech, labour intensive, to capital intensive * ownership e.g. public to private, local to national to global * regulation e.g. increased or decreased * overseas markets (new, unpredicted or projected)   Queensland industry   * primary e.g. mining, agriculture, pastoral, fisheries, timber * secondary e.g. manufacturing * tertiary e.g. tourism, services, education, medical/ scientific, technology, sport | interdependency of environments   * the complex integrity of and ecological web of life within any natural environment * changes to any aspect of the natural environment impacting on other aspects * natural environmental cycles as providing the basic sources of life support, including the meeting of human needs * interrelationships between ecological and economic considerations of natural environments * shared destiny of people, animals and plants depending on wise, equitable and sustainable use of resources * balancing current economic productivity with ethical stewardship for inter-generational equity in a world of limits * protection, maintenance, conservation of natural environments as activities that enhance quality of life   social action   * advocacy of civil and political rights balanced by reciprocal responsibilities for environmental protection * appeal to community concern and right to be informed of diverse perspectives on environmental issues * ensuring open access for diverse individuals and groups to current, international environmental information * inviting participation by diverse individuals and groups in a process of community education on environmental concerns * ensuring accountability for democratic decision making processes in key institutions with an interest and/or responsibility in the area of environmental protection * making use of available avenues for appeal to law and challenges to due process for decisions made which affect the quality of the natural environment | values of peace   * related to a place could include the value of: * quietness and relaxation * cooperation * sharing * reconciliation * tolerance * interdependence   values of sustainability   * heritage (natural, cultural or built) * biodiversity * intergenerational equity * ecological integrity * conservation * wilderness   preferred vision of a place   * personal preferences modified by reconsidering some of their own values and about peace and sustainability | management practices, efficiency and effectiveness   * definition of management practices: procedures and systems designed and used in an organisation by which the management structure attempts to implement its policies * definition of efficiency: a measure of productivity (i.e. output per head), of the capacity to make most productive use of all available resources (human and material) without waste or unsustainable consumption * definition of effectiveness: a measure of efficacy, of the capacity to achieve goals and objectives within defined parameters of time, place and resources   efficient management practices   * the procedures and systems used by an organisation to implement its policies that make most productive use of all available resources without waste or unsustainable consumption   effectiveness of management practices   * the procedures and systems used by an organisation to implement its policies that are used successfully to achieve goals and objectives within defined parameters of time, place and resources |
| Students can:  Reflect | evaluate ideas to identify   * make informed judgments based on analysed data and on understanding how different groups of people may *feel* about these changes * use case studies of past changes to identify who was advantaged and disadvantaged * apply key values to make judgments as to who most stands to benefit or suffer from the changes | suggest options to promote community understanding:   * advocacy of reciprocal rights and responsibilities (e.g. via presenting a ‘scorecard’ illustrating various imbalances in the exercising of economic and consumption patterns over sustainable use of natural resources) * community concern (e.g. via publicising breakdowns in environmental protection occurring without adequate consideration of or protection from deleterious consequences) * information access (e.g. via obtaining and disseminating data on international best practice in promoting environmental interdependence) * participation (e.g. via publicity campaigns, media activities, public meetings, petitions, protest events) * democratic accountability (e.g. via letter-writing, public campaigns and parliamentary questioning over pressing environmental issues) * legal processes (e.g. via involvement in available legal appeals to local authorities over land use decisions) | make clear links between values and vision   * illustrate a vision of a place by a developer, a politician, and an environmentalist and include the key values underpinning each vision * participate in a practical project that contributes to a future vision of a place based on values of peace and sustainability e.g. park or nature reserve | evaluate practices to report:   * devise criteria for efficient management practices for a type of organisation (e.g. output per hour of staff, reduced amount of ‘down-time for costly technology, lower average cooling/heating costs per day) * devise criteria for effective management practices for a type of organisation (e.g. higher number of acceptable quality business reports submitted, higher consumer service satisfaction ratings) * collect data on the management practices of a specific organisation * apply criteria for efficient and for effective management practices * make informed judgments about the quality of the management practices * compile these judgments into a written or oral report to the managing director of the organisation, with recommendations for improvement. |

###### Place and Space

Key concept: Spatial patterns

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Communicating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning Outcome |  | Civics PS 5.4  Students synthesise information to report the different value placed on environments in a range of place settings. |  | Civics PS 6.4  Students analyse data from a range of sources to predict the impact of a change on a specific environment. |
| Students know:  Spatial patterns |  | range of place settings   * local area or neighbourhood * town or city * region of a state or country * country or nation-state * region of the world (e.g. Asia-Pacific region) * regions defined by an inquiry * zones (e.g. defined by climate or vegetation type).   types of environments   * natural (i.e. the physical world of landscapes, nutrient cycles, ecosystems, food webs, habitats etc) * social (i.e. the diverse world of humans organised as social animals) * built (i.e. that designed and constructed by people to meet their needs and fulfil their wants)   different value placed on environments   * *utilitarian:* emphasis on the efficient use of environments and of their capacity to be harnessed to human needs and wants * *stewardship:* sensitive conservation, management and enhancement of environments to ensure it’s natural, cultural and built heritage is passed on to future generations in at least as unspoiled state as it was experienced by the current generation * *utopian:* a view of humans as only one animal in a complex, interconnected world of limits * *spiritual:* a view of environments as the works of art of a powerful, divine force or as part of a cosmic order |  | specific environment   * types and scope of environments * natural * social * built * environment by location * rural/town/urban/suburban * local/state/national/global * regional * climatic or vegetation zones.   data from a range of sources   * by communication media * oral (e.g. speeches, radio programs, audio recordings) * written (e.g. records, reports, articles) * visual (e.g. maps, photographs, tables, figures, diagrams) * multi-media (e.g. video, websites, CD-Roms) * by type of source * primary sources * secondary sources   types of change   * Causation: * naturally-occurring versus human-induced * time scale: * geologic, slow-moving * sudden, fast-acting   impacts of change on an environment   * scope of impact * natural environment only * social environment only * built environment only * combinations of natural, social and built environments   time scale for environmental consequences   * short-term versus long-term * degree of permanence of environmental change * reversible/modifiable/irreversible |
| Students can:  Communicate |  | synthesise information to report:   * select a place setting as a focus for investigation * select a type of environment to provide limits to the scope of the investigation * collect information and perspectives from a variety of primary and secondary sources on the environment of this place * critically analyse the information and perspectives, looking for recurring and unusual sets of ideas about environments * group and summarise the information and perspectives around a limited number of philosophical themes * report in oral, written or electronic form on some of the dominant views about the environment reflected in the information, as well as some of the more unusual or less-dominant views, and their possible implications |  | analyse data to predict:   * list, group and analyse data into categories * communication media * type of source * evidence of scope of impact   use techniques of interpolation, extrapolation, and trend analysis to predict likely impacts according to:   * time scale for environmental consequences * degree of permanence of environmental change |

###### Systems, Resources and Power

Key concept: Interactions between ecological and other systems

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Investigating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcomes | Core SRP 5.1  Students evaluate the relationship between an ecological system and a government and/or an economic system. | Civics SRP 5.1  Students investigate media sources to identify significant current issues and the levels of government that may be relevant in relation to resolution of these issues. | Core SRP 6.1  Students develop and test a hypothesis concerning a relationship between global economic and ecological systems.. | Civics SRP 6.1  Students investigate the stages in product development and evaluate the impact of globalisation on product development and marketing. |
| Students know:  Interactions between ecological and other systems | * relationship between an ecological system and a government and/or an economic system * government restrictions on imports e.g. poultry and certain seeds * government funded research e.g. CSIRO and fruit fly in north Queensland * legislated creation of reserves e.g. forestry, which reduce greenhouse emissions and encourage eco-tourism * government organised summits and public consultations concerning developments in or near natural ecosystems * government green taxes e.g. companies taxed according to how much pollution they create * council regulations concerning noise, control of pets or signage, which may also be supported by real estate developers * companies that promote recycling e.g. with deposits on drink containers * companies selling environmentally-aware products e.g. biodegradable soaps, green energy, recycled packaging * corporate sponsorship of endangered animals * market forces and ecotourism e.g. at a particular site in Queensland * links between natural resources and an industry's sustainability e.g. timber industry and plantation forestry | examples of current issues  (a) issues concerning environmental sustainability   * conservation, heritage and biodiversity * recycling, use of appropriate technologies * exploitation, intergenerational equity and green taxes * green investment and marketing * wilderness, non-renewable resources and agreements on forestry use   (b) issues concerning effects of globalisation   * loss of jobs, culture and national identity * loss or dilution of language * anxiety and fear of change * economic disadvantage to smaller/less developed/primary industry based economies * production of unethical products produced in sweatshops and by child labour   (c) business, political or legal issue   * business issues such as taxation changes, unfair dismissal law, redundancy of certain jobs * political issues involving participation in decision making * legal issues involve those related to laws and regulations at a range of levels   (d) issues concerning culture and peace   * reconciliation with Indigenous peoples and public acknowledgement of past wrongs * tolerance of youth and immigrant cultures, especially regarding media stereotypes in relation to crime * understanding of interdependence of peoples and cultures in the world   levels of government for issue resolution   * levels: local (Councils or Shires), States or Territories, and federal or Commonwealth government * roles: legislative (law making), executive (policy development) and administrative (implementing law and policy) * agencies used for inquiry and issue resolution, or policy development and implementation: Special, Standing, and Joint Committees of Parliaments; Councils of Ministers across States, Territories and Federal Governments; Commissions of Inquiry, Permanent Commissions, Tribunals, Ombudsmen, Commissioners and Statutory Authorities created by Acts of Parliament; Government-Owned Corporations and Businesses; Ministries, Offices and Departments of Governments, and via the Federal Government to international agencies via membership, agreements and treaties | a relationship between global economic and ecological systems   * a marketing strategy to sell products of multinational companies on the basis that they are beneficial for global ecological systems * global income distributions and the availability of clean water * market demand for rainforest timber and the impact on rainforests e.g. deforestation in Malaysia * economic growth and finite resources * exporting raw materials, importing processed materials * primary industries and environmental impacts * population control in communist China * Antarctica - exploitation or protection * economic development and endangered animals * impacts of Australian and Pacific Indigenous fishing practices | stages in product development   * research * design and development * trial/test of prototype * review, re-design or re-development * marketing and advertising * sales * evaluation of market impact and consumer responses   possible impacts of globalisation   * ease of communication, travel, transportation and trade * use of foreign aid for less-developed countries (e.g. IMF, World Bank loans) * more abundant and cheaper consumer goods * establishment of international organisations and subsequent treaties and agreements (e.g. United Nations) * protection of human rights (e.g. roles of International Courts of Justice, Amnesty International) * Shared responsibilities for the natural environment * international accountability for social, political, economic and environmental policy and actions * development of global youth cultures * economic and social advantages of increased international tourism and travel * loss of jobs, culture and national identity * loss or dilution of language * use of smaller/less developed/primary industry based economies as sources of cheap labour and sites of lax environmental and safety laws * production of unethical products (e.g. produced in sweat shops and by child labour) and environmentally unfriendly products (e.g. those involving animal testing or harming the ozone layer) * greater anxiety for the future and fear of change among citizenry |
| Students can:  Investigate | evaluate the relationship   * devise criteria to test whether a relationship is ecologically and economically sustainable and apply that criteria to situations e.g. * government intervention into a free market economy for the sake of protecting biodiversity * Queensland land clearing agreements * a private company promotion of its 'green' credentials' * construct an economic model which values the natural environment in calculations of GDP * provide reasons why a relationship between an ecological system and/or an economic or political system exists or should exist | investigate media sources for issue identification and resolution:   * select **a** current issue for investigation by individuals or groups * conduct a systematic search on the issue using a range of media sources (e.g. TV, magazines, radio, newspapers, internet) and including a variety of types of information (e.g. news reports and current affairs programs, feature articles, comedy programs and political cartoons, infotainment series) * record for each item of information the ways in which laws, politicians, political parties, government agencies and agents are positioned in relation to the issue, e.g. * what is the nature of the conflict and who are positioned as oppositional on the issue? * which level(s) of government are said to be involved/should be active in relation to the issue? * which government agencies and agents appear are reported as attempting to resolve the issue? * overall, how does the media portray the mechanisms advanced by governments for resolution of the conflict? What likelihood of success is suggested for these mechanisms? | develop and test a hypothesis   * frame a hypothesis that is manageable, relevant and focused e.g. the production methods of company X have benefited the ozone layer * identify and gather relevant data to test the hypothesis * construct conclusions about accuracy of hypothesis * use a local study to suggest a testable relationship which may exist on a larger scale | investigate and evaluate the impact of globalisation on the product development and marketing cycle:   * select a product which is currently marketed and sold internationally (e.g. clothing, foot ware, fast food, soft drink, computer) * use the internet and a library to research information on the development and marketing of this product * draw up a matrix, with stages in the product cycle on one axis and possible global impacts on the other * apply this matrix to the researched information, looking for evidence of how global factors appear to have been taken into account during each stage of the development and marketing cycle for this product * scrutinise this matrix carefully, evaluating the global strategy that appears to be behind the sales of this product |

###### Systems, Resources and Power

Key concept: Economy and business

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Creating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning Outcome | Core SRP 5.2  Students design models of the Australian economic system to demonstrate its relationship to global trade. | Civics SRP 5.2  Students identify the nature and role of transnational groups, movements and corporations. | Core SRP 6.2  Students make practical suggestions for improving productivity and working conditions in an industry or business. | Civics SRP 6.2  Students reflect on the role of transnational groups and corporations, and their influence on the decision-making processes of individual nations. |
| Students know:  Economy and business | Australian economic system's relationship to global trade   * the influence of exports and imports on Australia's national income and vice versa * key economic indicators e.g. GDP, Balance of Payments, Terms of Trade, foreign debt * other benefits of exports beside income e.g. promotion of cultural links, promotion of innovation * impacts on Australia's rural industries of global changes in demand and supply for primary products * debates over tariffs, subsidies, participation in regional economic forums * impact of the 1930s depression on the extent of government regulation of the economy in Australia | transnational   * definition: operating across national borders * interesting perspective: why might microsoft word include the following synonyms for transnational - *foreign or foreign-made, imported, from abroad and exotic*?   examples of transnational groups   * Amnesty International * Greenpeace * World Wide Fund for Nature * Oxfam   examples of transnational movements   * environmental * human rights * third world development.   examples of transnational corporations   * American: Microsoft, Coca Cola, Pepsi, Nike, IBM, General Motors, General Electric, Caltex, Mobil * Japanese: Corolla, Mitsubishi, Nissan, Honda * European: Fiat, BMW, Shell, BP, Nestle, Nokia   nature and role of transnational groups, movements and corporations   * transnational groups: small start focussed on unresolved global issue, initially with all-volunteers; increasing professionalisation of staff, funding, strategies, use of information and communication technologies and media relations brings them into mainstream prominence as public pressure groups on key global issues * transnational movements: start as loose networks of like-minded individuals and groups sharing common interests and global priorities for change, but become progressively influential on policy development and alternatives through skilful research, analysis, focussed campaigns and media manipulation of conflicts and crises * transnational corporations: usually they start as innovators in the early development of a key resource, technology or consumer market and become controllers of key market shares for their products (global ‘brands’ symbolic of the highest quality) through effective strategic plans and partnerships and through skilful manipulation of capital, labour, governments and media in all countries whose markets they penetrate | improving productivity and working conditions in an industry or business   * increasing output per head (productivity) while ensuring that workers enjoy better physical, financial, emotional situations * the role of employer advocacy groups and unions * assessing the costs and benefits of piece work * measuring production and assessing the impact of using new technologies * understanding human motivations for raising productivity or improving working conditions | examples of transnational groups   * Amnesty International * Greenpeace * World Wide Fund for Nature * Oxfam   examples of transnational corporations   * American: Microsoft, Coca Cola, Pepsi, Nike, IBM, General Motors, General Electric, Caltex, Mobil * Japanese: Corolla, Mitsubishi, Nissan, Honda * European: Fiat, BMW, Shell, BP, Nestle, Nokia   role and influence on government decision making of transnational groups and corporations   * transnational Groups: Role as public pressure groups on key global issues. Influence on government gained via professionalisation of staff, innovative strategies developed and trialled in many countries, and effective use of information and communication technologies to target key decision makers and decision making processes in specific countries as particular issues arise * transnational Corporations: Role as key market players because of high profile brand name, controlling interests and capital backing. Influence on government gained through key decision makers and decision making processes because of a country’s interest in developing a key resource; the prestige of the government gaining the company’s interest, technology and controlling influence in a particular consumer market; the effectiveness of the company’s strategic plans and partnerships; and their skilful manipulation of capital, labour, governments and media in all countries whose markets they penetrate |
| Students can:  Create | design models to demonstrate   * create and label a circular flow diagram e.g. that demonstrates the main sectors of the economy * translate first person narratives into dramatic performances that summarise economic relationships e.g. the impact of the Wall Street Crash on families in Australia, the impact of global demand for Australian minerals on local communities * translate a diagram into a 3-dimensional product * build interactive web pages which allow users to identify relationships between economic conditions in foreign countries and Australian unemployment rates * develop a small business plan for an Australian company so it can market its products globally | identify the nature and role of transnational groups, movements and corporations   * brainstorm in groups examples of: * transnational groups * transnational movement * transnational corporations * (use some of the examples in the lists above as starters if ideas are slow in coming) * select, as individuals or in groups, one each of the transnational groups, movements and corporations from your lists * use the internet to research the group, movement and corporation focusing on their official statements, main activities, and involvement in different regions and countries * summarise the nature and role of the selected group, movement and corporation * (use some of the examples in the list above as starters if ideas are slow in coming or to re-direct research efforts) | make practical suggestions   * engage in a process for developing practical suggestions e.g. * identify a 'real world' context * gather information from a range of sources including perspectives of employers and employees * articulate solutions for an identified issue e.g. health and safety issue in a particular work place * discuss ideas with practitioners from an industry or business and modify accordingly * conduct cost/benefit analysis in the short and long term * implement plans and describe extent to which they are realised e.g. develop a business plan to enhance the performance of teams, advocate for an aggrieved party in a workplace setting, develop an industrial strategy to improve working conditions | reflect on the role and influence of transnational groups and corporations on decision making processes of individual nations   * transnational groups * select an environmental, human rights or developing world aid issue currently gaining media prominence in a particular country * use the internet to investigate the role being played by groups such as Greenpeace and/or the World Wide Fund for Nature on the environmental issue, Amnesty International on the human rights issue, Oxfam/Community Aid Abroad on the developing world aid issue * check websites for the relevant transnational group(s), the government and key media outlets in the country to see whether the position or actions of the transnational group(s) appears to be exerting any influence over the position or actions of the government * why is it difficult to obtain clear evidence of such influence? * transnational corporations * select a particular resource (e.g. oil, coal, gold, timber) or consumer product (e.g. food, clothing, mobile phone, computer hardware or software) * use the internet to investigate the countries where most of this resource is found, extracted and processed or where the largest markets for this product are located * check websites for the relevant transnational corporation(s), the government and key media outlets in the country to see whether the position or actions of the transnational corporation(s) appears to be exerting any influence over the position or actions of the government * why is it difficult to obtain clear evidence of such influence? |

###### Systems, Resources & Power

Key concept: Participating and decision making

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Participating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core SRP 5.3  Students use a structured decision making process to suggest participatory action regarding a significant current environmental, business, political or legal issue. | Civics SRP 5.3  Students participate in a case study of consumer activity and develop a charter of consumer rights and responsibilities. | Core SRP 6.3  Students advocate to influence Australia’s role in future global economies or environments. | Civics SRP 6.3  Students present a vase for reform of a government policy that has advantaged or disadvantaged a particular group. |
| Students know:  Participating & decision-making | significant current environmental, business, political or legal issue   * where significance could be based on quantitative analysis of media reports, surveys of the local community or other criteria, such as the number of people effected * environmental issues could occur in natural, social or built settings * business issues e.g. taxation changes, unfair dismissal law, redundancy of certain jobs * political issues refer to those associated with participation in decision making and may involve politicians at local, state or federal levels but may also occur in industrial or community settings * legal issues involve those related to laws and regulations at a range of levels   participatory action   * action which involves practical, authentic behaviours extending beyond the theoretical * actions involving negotiation, consultation, clarification of position, clarity of intentions | sample consumer activity areas   * employment/unemployment * social welfare * health insurance * taxation * retail purchase * car purchase * home purchase * home rental * banking * insurance (e.g. of home, car) * superannuation   rights and responsibilities of consumers   * quality: product or service is supplied as advertised; consumer uses as directed * cost: all component elements, including interest rates and penalty costs, are transparent and available; consumer pays on time and in the form required or agreed * contractual arrangements: consumer has the right to clear verbal and written explanation of the terms and conditions, and the responsibility to honour their fulfilment once a contract has been agreed to by both parties * service warranty or guarantee: consumer has the right to receive clear information of what is covered and for how long, against what defects or events; and the responsibility to be truthful about the nature and circumstances of damage, loss or incorrect usage   charter of consumer rights and responsibilities   * purpose: to formalise or institutionalise the reasonable expectations and requirements of both parties to a consumer contract, as testable by law * possible impacts: decreased variability in both company and consumer behaviour, but also more bureaucratic ‘red tape’? | Australia’s role in future global economies or environments   * the advocacy role of Australian governments, organisations and/or groups regarding the fairness of trading arrangements, foreign aid, protecting world heritage areas * the active participatory role of Australian governments and/or organisations in providing e.g. * foreign aid * accessibility of markets to nations with high levels of international debt * reduction of greenhouse gases * support for sustainable fishing practices * the role of consumers as purchasers of ethically produced products e.g. * those without the use of exploited child labour * environmentally friendly products * those not involving animal testing | government   * assumed to be one of a local council/shire, state/territory or Federal level in Australia   major policy areas of Australian governments   * local council/shire: e.g. rates, essential services, land use zoning and development approval, roads, parks and gardens, rubbish removal, libraries …… * state/territory: e.g. treasury, education and training, health and hospitals, families and social welfare, police and justice system, prisons and corrective services, small business and development, industrial relations, environmental protection and resource management ….. * Federal: e.g. treasury, finance, foreign affairs, defence forces, higher and school education funding, health funding and social security payments, Federal and Family Law Courts, employment and business regulation…   particular groups   * wide range of interest groups, pressure groups and other community groups that follow government policy development, seek to influence its directions and alternative options, and evaluate the quality of outcomes from government policies   main types of (dis)advantage arising (in)directly from a policy decision of a government   * financial: gaining or losing money or livelihood through income, direct payments, targeted subsidies or shares * welfare: gaining or losing capacity to sustain health or well-being * social/cultural: gaining or losing position or status in the society as a group or as individuals |
| Students can:  Participate | use a structured decision making process   * formal meeting procedures e.g. * select or allocate roles e.g. chair, minute-taker, and use standing orders, an agenda etc * articulate meeting decisions * simulated election e.g. * decide on roles and process * engage in nomination process * conduct campaign/evaluate candidates * organise paperwork e.g. ballot papers, how to vote cards * conduct election * calculate results using preferential system and optional preferential * court room role play/mock trial e.g. * set trial procedures * select and allocate roles e.g. judge, jury, plaintiff, defendant * enact roles * keep records * enact trial outcome * debrief and evaluate | participate in a case study and develop a charter of consumer rights and responsibilities:   * in groups or as an individual, select one consumer activity area from the sample list outlined above * identify a specific product/service in this area * investigate a set of potential suppliers of this product/service * complete a written case study report of the consumer options for this product, including comparative information on competing suppliers related to issues such as the terms and conditions of the sale/service, full details on costs (including any discounts and/or interest rate costs), and any service warranties or guarantees that may apply * use this report to develop a draft of a written charter of consumer rights and responsibilities * test the utility and validity of this draft by attempting to apply it to a different area of consumer activity * revise the charter of consumer rights and responsibilities | advocate to influence   * send persuasive letters to politicians and lobby groups * design a simple Lickert Scale survey to promote push polling and analyse and publish results * create questions to discuss with invited politicians to persuade them to a position * conduct telephone interviews with people in positions of influence to obtain information and to persuade * influence consumer behaviour by planning and organising an advertising and marketing campaign in the local area | present a case for reform of a government policy:   * select an area of public policy about which government has an interest or involvement * determine the level of government involved (at least one of local, state or federal) * using the internet and selected interviews, research the policy of the current government in this field, identifying the particular groups in the community the policy is/was supposed to support or advantage and/or the issues or problems it was intended to solve * investigate the impact of this policy on a range of relevant groups, as perceived by their members, and compare these perceptions with the government view * make a list of those relevant groups you believe to advantaged, disadvantaged or relatively unaffected by the policy - noting the particular type of (dis)advantage or the need for mare information * write a sequenced argument for specific changes to this policy based on your analysis of (dis)advantage for particular groups * summarise the main reasons why your policy reform proposal would be more likely to advantage those most in need |

###### Systems, Resources and Power

Key concept: Citizenship and government

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes**.**

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Communicating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core SRP 5.4  Students report on the main features and principles of legal systems in Australia. | Civics SRP 5.4  Students create new preambles for the Australian and Queensland constitutions that encompass the values of various groups. | Core SRP 6.4  Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system. | Civics SRP 6.4  Students evaluate the causes and consequences of unequal distribution of resources and power, and develop a report to recommend changes to systems in which this occurs . |
| Students know:  Citizenship and government | main features of legal systems in Australia   * separation of powers e.g. * the judicial branch * the legislative branch * division into federal, state and local responsibilities * different ways of making laws e.g. * by parliament * by the courts * by delegation to subordinate bodies * different types of courts e.g. * magistrate * county * supreme * children's * appeal (including the federal High Court)   main principles of legal systems in Australia   * importance of conventions e.g. succession in appointment of High Court judges * equality before the law for all citizens * right of all citizens to influence the law through the political system * innocent until proven guilty * acceptance of certain international charters, declarations and agreements e.g. The UN Declaration of Human Rights * right to fair trial | key social groups and values in society   * dominant (i.e. those who own, control or manage access to resources and power - the elite, the ‘big end of town’, the rich and powerful - who seek to maintain or manipulate social systems to ensure their continued advantage) * aspiring (i.e. those with some access to resources and power who are seeking greater control through individual or collective power - the ‘silent majority’, the ‘wannabes’ - who are concerned that social progress and economic development provides the means for their upward mobility) * marginal (i.e. those whose access to and exercise of resources and power is largely controlled by others - the ‘battlers’, the ‘ordinary people’ - whose everyday struggle for survival is rarely acknowledged or supported by those who control or aspire to control social systems)   preambles for constitutions   * general functions: * broad outline of the purpose of the constitution * explicit and/or implicit indications of shared cultural values and social aspirations * presented in a philosophical, non-legally binding manner * separated from the main body of the constitution, which has specifically numbered sections that are subject to legal interpretation and ruling * how values of key social groups are represented in the text of a preamble: * - inclusions of specific interests, ideologies and beliefs in the phraseology and structure of the text * - exclusions and silences regarding other interests, ideologies and beliefs known to be held by some social groups at the time   existing preamble to the Queensland and Australian constitutions   * when the existing preambles were written: upon attaining of self-government in 1859 and Federation in 1901, as Acts of the Parliament of the UK * evidence of representation of particular social group values: language of the educated elite, colonial heritage and Christian ethos, basis in agrarian society entering the industrial age, emphasis on introduction to political and legal functions and apparatus required for self-government or power-sharing required for Federation of States and Territories * current function of existing preamble: little relevance to current population, State economic basis or cultural aspirations of social groups * attempts to alter existing preambles: in particular, the presentation of a new ‘minimalist’ preamble proposed as part of the unsuccessful Constitutional Amendment Referendum of 1999 | an economic, a political or a legal system   * systems of various times and places * economic system e.g. * partly regulated, free-enterprise, capitalist e.g. Australia * less regulated capitalist e.g. USA * mainly without government regulation (laissez-faire) e.g. Nineteenth century Britain * centrally-planned e.g. USSR, Cuba * communist with free market elements e.g. China * political system e.g. * liberal democracy * social democracy * totalitarianism * absolute monarchy * legal system e.g. * based mainly on religion * founded on precedents * based on codes | definitions of key terms   * resources: the natural assets or created products, the means or belongings of an individual or group in society * power: the capacity or capability to influence events or outcomes in line with the interests of an individual or group in society * causes: the antecedent factors or events associated with an outcome or occurrence in society * consequences: the after-effects or aftermath outcomes associated with an event or occurrence in society * unequal distribution: a pattern of dispersal of social goods which is judged disparate, uneven or unfair for some individuals or groups in society * systems: natural systems (e.g. ecosystems and natural cycles) common to all or most societies, and social systems (e.g. legal, political, economic, social, cultural) which may vary with cultural practice within and across societies   possible causes of unequal distribution of resources or power   * place or country of birth * place of living and lifestyle * parental assistance and/or legacy * socio-economic status * income, property or wealth * friendship network * level and institution of education * recognised social achievements * knowledge of how social systems work * access to key decision makers and processes * capacity to exploit natural environment or people for own interests * corruption in social systems   possible consequences of unequal distribution of resources or power   * exploitation and depletion of natural environment * reinforcement of caste or class system * reinforcement of poverty cycle * reinforcement of education disadvantage * corruption, nepotism and cronyism in social systems * alienation of individuals and groups from political and economic systems * internal dissent, social unrest and violence |
| Students can  Communicate | report on main features and principles   * use a formal written report genre * provide a simulated radio or television news report * create a computer-based bulletin board report * provide a verbal, interactive report | create new Preambles for Constitutions that encompass the values of various social groups   * read the existing Queensland and Australian Constitutions, with a particular focus on their preambles * analyse and evaluate the text of the preambles from the value perspectives of different social groups representative of dominant, aspiring and marginal interests * review the values underpinning the SOSE Syllabus: * ecological and economic sustainability (e.g. heritage, biodiversity, conservation, wilderness, intergenerational equity) * democracy (e.g. participation and representation, involvement in issues of interest and concern) * peace (e.g. cooperation and sharing, tolerance, reconciliation, interdependence) * social justice (e.g. equality of access and opportunity, justice for all, anti-discrimination) * in groups, use these values as providing potential ideas for generating new preamble text for the Queensland and Australian constitutions * review draft preamble text from the perspective of different social groups representative of dominant, aspiring and marginal interests * attempt agreement on new preamble texts for the Queensland and Australian constitutions | communicate informed interpretations to suggest reforms   * write an argumentative essay about whether there should be less government regulation of some sector of the economy * participate in a debate on whether Australia should become a republic * subscribe to an email discussion list on a proposed law reform that will effect young people | students evaluate causes and consequences to develop a report that recommends changes to systems   * select a particular country, society and/or culture for investigation * list key natural and created resources, and sources of power, available for individuals and groups in that society or culture * select particular resources and sources of power which appear to be unevenly distributed among various individuals and groups * use the internet or a library to research possible causes for these unequal distributions (or compare with the list above) * use the internet or a library to research possible consequences for individuals and groups (or compare with the list above) * for each of the selected resources or sources of power, draw a diagram that demonstrates how the causes and consequences of unequal distributions can reinforce each other in cyclic patterns * prepare an oral or written report which illustrates and evaluates the enduring nature of these cycles for individuals and groups within the society or culture * use the cyclic pattern diagrams to prepare recommendations for intervention and change which may reduce the extent of inequality in these distributions * in discussing the potential impact of these recommended changes, decide which individuals and groups within the society or culture are most likely to support or resist them |

###### Systems, Resources and Power

Key concept: Access to power

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes**.**

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Reflecting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core 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. |  | Core SRP 6.5  Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power. |  |
| Students know:  Access to power | access to democracy in Queensland or other Australian political settings   * constraints of access to participation in political decision making at various times e.g. * geographical location * age * educational level * ethnicity * gender * status as a property owner * income * religion * access to media forums e.g. * the printed word * radio * television * Internet * access to industrial democracy e.g. the right to belong or not to belong to a trade union |  | economic power   * may or may not be associated with economic authority * may be derived from e.g. * ownership of capital * participation in consumer groups * participation in business organisations * individual wealth * being associated with a widely accepted ethical position   political power   * may or may not be associated with political authority * may be derived from e.g. * physical dominance * dishonest propaganda * a charismatic leader * political apathy or ignorance among voters * the extent to which opposition groups are organised * access to legal representation due to wealth |  |
| Students can:  Reflect | apply the value of social justice to make suggestions   * test whether a political practice values diversity or common human rights and explain how it may be improved * explore the rights and responsibilities of Year 8 and 9 students and whether they have equality of access to school decision making processes |  | apply understandings to suggest ways of improving access   * test whether a current practice supports rule by the majority and protects the rights of minorities to explain how social justice and democracy may be improved * create submissions to appropriate authorities for improving the situation facing exploited children |  |

###### Culture and Identity

Key concept: Cultural diversity

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Investigating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core CI 5.1  Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects. | Civics CI 5.1  Students assess the influences that stereotypical Australian images have on the identities of individuals, and describe the changing perceptions of national symbols and values that reflect Australia' identities. | Core CI 6.1  Students analyse the ways in which various societies inhibit or promote cultural diversity. | Civics CI 6.1  Students participate in strategies to promote the values of equity, tolerance and cultural diversity in Australian and global contexts. |
| Students know:  Cultural diversity | aspects of diverse cultural groups including Aboriginal and Torres Strait Islander groups   * aspects of belonging and sharing with each other and the land * kinship, totem and skin groups * alienation/marginalisation * influence of elders on decision making and learning * language maintenance, retrieval and revival * roles of significant local and national organisations * cultural mores e.g. personal space, eye contact, demonstrations of respect * symbols and art used to define identity * outward signs and symbols of cultural belonging e.g. apparel, appearance, possessions, roles on certain occasions   perceptions of cultural aspects   * revealed in texts, surveys, media, laws, political speeches * stereotyping, harassment and bullying or tolerance, celebration and acceptance * as inclusive or exclusive of Australian national identity/ies | potential influences on identities of individuals   * personal and family background (e.g. gender, cultural background, religious affiliation, socio-economic status, occupation, location) * friends and associates (e.g. shared or common interests, world views, perceptions, amount of individualism tolerated, ways power is allocated) * media messages (e.g. via books, articles, music, advertisements) * cultural aspects (e.g. material aspects of culture such clothing, symbols, housing, food, artefacts and non-material aspects such as language, attitudes, beliefs, sporting loyalties)   stereotypical australian images, symbols & values   * dominance of egalitarian mythology (i.e. ‘fair go’ for all, especially for ‘the battlers’ in society) * dominance of male imagery for Australian people (e.g. ‘lean, muscular bushman’ or ‘bronzed, fair-haired surfer’) * invisibility or unrealistic portrayal of women (e.g. ‘whores or God’s police’) * invisibility or racist characterisation of Aboriginal and Torres Strait Islander people (i.e. ‘white is might’) * dominance of sporting images, personalities and competitive modes of behaviour (i.e. ‘sport as life’) * corruption of the ‘Australian made’ product image by foreign take-overs (e.g. ‘Vegemite, meat pie and Holden car’ * tourist clichés as cultural icons (e.g. Harbour Bridge, Opera House, Uluru, beaches) * impatience versus tolerance with change to and diversity in Australia’s ‘multicultural population’ * power of the mass media in reinforcing limited conceptions of the ‘Australian national identity’ | ways in which various societies promote cultural diversity   * USA Statue of Liberty inscription * New Zealand Treaty of Waitangi (English and Maori) * Australian legislation to protect minority ethnic groups from discrimination e.g. Racial Discrimination Act (Commonwealth) 1975 * school curriculum e.g. currently in Queensland * organisations to protect and assist different cultural groups e.g. Aboriginal and Torres Strait Islander Commission, Federation of Ethnic Community Councils, government departments of ethnic and multicultural affairs, ABC, SBS, multicultural and first language radio   ways in which various societies inhibit cultural diversity   * legal police state intimidation e.g. Nazi Germany, apartheid-era South Africa * exclusive immigration policies e.g. White Australia Policy * restricted access to political processes e.g. Burma * race and ethnic group-based discrimination e.g. Fiji * political ‘scapegoating’ e.g. blaming groups for broader social problems * segregation of cultural groups e.g. USA Jim Crow laws * employment discrimination e.g. against members of disabled groups | strategies to promote the value of equity, tolerance and cultural diversity   * specific Commonwealth legislation and agencies to protect some groups from discrimination, such as women (e.g. Sex Discrimination Act 1984), cultural groups (e.g. Racial Discrimination 1975) and disabled persons (e.g. Disability Discrimination Act 1992) * comparable state legislation and agencies * school curriculum in most states (e.g. currently in Queensland School Curriculum Council syllabuses) * organisations to protect and assist women and different cultural groups (e.g. Women’s Infolink, Aboriginal and Torres Strait Islander Commission, Federation of Ethnic Community Councils) * responsibilities of media organisations and agencies (e.g. ABC, SBS, multicultural & first language radio) * special celebratory days (e.g. International Women’s Day, Sorry Day, Harmony day) * student activities and competitions |
| Students can:  Investigate | investigate aspects of cultural groups and others’ perceptions   * conduct an inquiry which follows the broad structure of a model e.g. * develop and focus on topic, tentative question/s or hypothesis * refine approach to inquiry, develop focus question * gather and sort information * analyse information and consider evidence and perspectives inherent in evidence * synthesise information and draw conclusions * express findings and reflect to revisit phases of inquiry | assess influences to describe changing perceptions:   * negotiate with a diverse set of people to study possible influences over their identity * list, group and classify potential influences over individual identity for each person * trace possible links and relationships among them * analyse this information and consider evidence, identifying perspectives inherent in the evidence * weigh up the evidence for a ‘chain of effect’ from influences to changing perceptions of identity * synthesise information and draw conclusions for each individual * draw tentative conclusions about broad influences over the identity of the set of individuals studied | analyse ways   * group and classify exclusive or inclusive practises in case studies of some incidents reflected in the media * investigate particular practises to identify long and short term effects on individuals, groups and societies * apply categories to a society's behaviour at points in time e.g. laws, educational practices, media images | participate in strategies to promote values:   * take part in International Women’s Day, Sorry Day or Harmony day activities * study annual reports to parliament of State and/or Commonwealth agencies with anti-discrimination responsibilities * invite a representative from such agencies or from community organisations to come and speak with your class * investigate the incidence of reporting on issues of equity and cultural tolerance in newspapers, radio & TV * follow-up on news reports of a critical incident of intolerance or inequity |

###### Culture and Identity

Key concept: Cultural perceptions

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Creating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core CI 5.2  Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community. | Civics CI 5.2  Students evaluate the nature and benefits of Australian citizenship and how it creates a sense of belonging. | Core CI 6.2  Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue. | Civics CI 6.2  Students evaluate a country's response to internal dissent, including civil rights movements and political movements. |
| Students know  Cultural perceptions | impacts of particular perceptions of cultural groups held by a community   * discrimination in employment, social interactions, violence and abuse e.g. as a result of racism * economic disadvantage e.g. business and employment structures that favour certain groups * enhanced social status, political and economic power resulting from stereotypes e.g. ‘bushies and city slickers’, lazy teenagers * health and life expectancies e.g. Aboriginal drug dependencies, deaths in custody | nature and benefits of Australian citizenship   * nature and availability: * evolved from British heritage * available to all permanent residents * automatic for those born to existing citizens * shared arrangements are tolerated for all except serving or aspiring Federal politicians) * benefits: * set of rights as evolved through Common Law * responsibilities as outlined in Citizenship Oath, n Commonwealth Electoral Acts   sense of belonging to a group   * feelings associated with group membership (e.g. religious, ethnic, local, mutual interest, nation) * understanding of rights, roles and responsibilities of group members * appreciation of manner in which groups satisfy needs (e.g. physical, spiritual, psychological, social) | perceptions of cultures associated with a current issue   * youth cultures as reported by the media e.g. in relation to crime * immigrant cultures e.g. in relation to crime * Australian culture e.g. in relation to race issues or giving everyone a 'fair go' * USA culture e.g. and the issue of gun control * Papua New Guinea e.g. issue of lawlessness * Indonesia culture e.g. issue of poverty | selection of country   * western, industrialised countries (e.g. Australia, USA, UK, Canada, Germany, Russia) * eastern industrialised countries (e.g. Japan, China) * developing countries (e.g. Indonesia, Sri Lanka, Zimbabwe)   internal dissent   * Indigenous and/or separatist rights movements * religious or cultural dissent * refugee and/or migrant rights movements * civil rights and/or political movements   examples of case studies   * Indigenous rights movements in eastern, industrialised countries (e.g. Aborigines and Torres Strait Islanders in Australia, Inuits in Canada, Native Americans in the USA) * Indigenous rights movements in eastern industrialised countries (e.g. Ainu in Japan) * Indigenous and/or separatist rights movements in developing countries (e.g. Aech or West Papua and Indonesia, Solomon Islands) * religious or cultural dissent in western, industrialised countries (e.g. Muslims in Russia) * religious or cultural dissent in eastern industrialised countries (e.g. Christians or Fa Long Gong sect in China) * refugee and/or migrant rights movements in western, industrialised countries (e.g. in Germany or in Australia) * migrant rights movements in eastern industrialised countries (e.g. Koreans in Japan) * civil rights and/or political movements in a variety of countries |
| Students can  Create | devise practical and informed strategies   * engage in a process of devising strategies e.g. * identify a 'real world' setting * identify an issue connected with a community’s perceptions of cultural groups * determine desired outcomes of a strategy * explore outcomes using e.g. De Bono’s coloured hat perspectives * consider and evaluate possible strategies that would be responsive e.g. in consultation with cultural groups concerned * develop practical strategies based on anticipated outcomes * consider possible impacts of strategies * employ marketing concepts for effective strategies e.g. anti-racism campaign, a celebration of multiculturalism, information campaigns that challenge stereotypes and discriminatory practices | evaluate and understand how a sense of belonging to a group is created   * participate in a cooperative process with peers to describe groups to which they belong and the likely impact on personal identities of a sense of belonging to the nation of Australia * make informed judgments based on analysed data and on understanding how different groups of people feel about being an Australian citizen * use case studies of past changes to identify who was advantaged and disadvantaged by past conceptions of Australian citizenship (e.g. prior to 1964) * apply key values to make judgments about these changes | develop a proposal to promote a socially just response   * produce realistic suggestions for socially just consumer or political actions * consider world-wide organisations initiated by young people, e.g. Free the Children, and model proposals on their approaches * identify most effective proposal to promote socially just responses and develop it by exploring the format of the proposal e.g. a campaign in multimedia formats, a drama presentation using invisible theatre, address to a school assembly or community group, an evocative written report or submission | evaluate a country’s response:   * select a case study related to a country’s response to internal dissent (using the examples listed above as required) * use the internet to conduct a search on this topic (augmented by library research using current affairs magazines, newspapers and books as required) * outline the origin and nature of the current conflict associated with internal dissent in the country * summarise the current consequences arising from the conflict * outline the extent of international interest (and/or involvement) in the conflict, and evidence of diplomatic or other pressure being exerted by members of the international community, including the United Nations * summarise the respective positions and actions of the government of the country, and the spokespersons for the group in question * evaluate the adequacy of the government response of the country to the internal dissent issue on specified criteria e.g. * respect for human rights * freedom of expression * humane treatment of dissenters * search for negotiated solutions |

###### Culture and Identity

Key concept: Belonging

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Participating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core CI 5.3  Students share their sense of belonging to a group to analyse cultural aspects that construct their identities. | Civics CI 5.3  Students evaluate the impact of European settlement on Aboriginal and Torres Strait Islander cultures. | Core CI 6.3  Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong. | Civics CI 6.3  Students synthesise information to make judgments about the global influence of American culture on language, clothing, sport, entertainment and consumerism. |
| Students know  Belonging | sense of belonging to a group   * feelings associated with group membership e.g. religious, ethnic, local, mutual interest, nation * understanding of rights, roles and responsibilities of group members * appreciation of manner in which groups satisfy needs e.g. essential, spiritual, physical, psychological, social   cultural aspects that construct identities   * material aspects of culture e.g. clothing, housing, food, artefacts * non-material aspects of culture e.g. language, attitudes, beliefs, sporting loyalties * amount of individualism tolerated * ways power is allocated to different members * consequences of transgression of group norms of behaviour | negative effects of European colonisation of Australia on Aboriginal and Torres Strait Islander cultures   * alienation/marginalisation to the fringes of Australian society for most of the past 200 years * widespread reduction in numbers of Indigenous people in the first 50-100 years of European colonisation through introduced disease, incipient skirmishes and deliberate attempts to kill off people * the use of convenient fictions (e.g. the ‘rights of a superior race’, the ‘inevitable fading of the Aborigine’, ‘Terra Nullius’) to provide ideological, religious, scientific and legal justifications for inhumane policies and practices of discrimination and exclusion * loss of identity, kinship and sense of belonging and sharing with each other and the land through government policies of assimilation, forced separation and the use of church missions which herded together people from different clan groups often far away from their ‘country’ * widespread abuse of Indigenous people as ‘cheap labour’ to ‘open up’ pastoral and farming land, and support the economic development of large sections of rural and regional Australia * widespread abuse of Indigenous women as sexual objects, with inter-racial children accorded different status in both communities * deliberate policies to discourage and punish use of Indigenous language and cultural traditions, with their loss unable to sufficiently revived by recent attempts at language maintenance and retrieval * manipulation and then dispersal as mechanisms to reduce the influence of elders on customary law, community decision making and the learning of cultural traditions   other more recent effects of European colonisation of Australia on Aboriginal and Torres Strait Islander cultures   * access to new ways of living through educational, infrastructural and cultural opportunities * since 1964, an enhanced role for the Commonwealth government in developing policies, funding programs and improving the infrastructure in Indigenous communities * enhanced roles of significant local (e.g. Land Councils, Aboriginal Corporations) and national organisations (e.g. ATSIC) with direct responsibilities to improve the provision of services and quality of outcomes for Indigenous people and communities * a pride in the power of Indigenous peoples and cultures to survive the multi-faceted onslaught of European colonisation * a revived emphasis on and widespread appreciation of the uniqueness of Indigenous cultures, world views and artforms | effects of globalisation on cultural groups which may be celebrated   * ease of communication and transportation * more abundant and cheaper consumer goods * establishment of international organisations and subsequent treaties and agreements e.g. United Nations, UNESCO, Amnesty International, IMF, World Bank loans, * protection of human rights * shared responsibilities for the natural environment * international accountability for social, political, economic and environmental policy and actions * development of global youth cultures * economic and social advantages of increased international tourism and travel   effects of globalisation on cultural groups which may be moderated   * loss of jobs, culture and national identity * loss or dilution of language * anxiety and fear of change * economic disadvantage to smaller/less developed/primary industry based economies * production of unethical products produced in sweat shops and by child labour | key aspects of American culture   * emphasis on youth, physical beauty and superficial appearances * focussed on immediate gratification of needs, wants and desires * bolstered by freedom of expression, innovation and a fashion of ‘newness’ * us culture formed through integration of aspects from many cultures into a self-reinforcing system * driven by the values of individual rights, initiative, private enterprise and key market roles * dependent on high-energy, high-technology and high-demand features which are driven by a large domestic market * unfettered growth and expansion of influence across the globe viewed as positive virtues that should be supported by citizens and governments of other countries * mass marketing and media advertising as prime global strategies and methods of cultural reach and penetration of trans-national us corporations.   global influence of American culture   * language (e.g. American ‘versions of English’ feature in the majority of film, television, music and multi-media products released onto the world market every year; they form the basis of most computer software used in the world; influence of US media products on vocabulary, spelling, speech patterns of young Australians) * clothing (e.g. similar influences on choice of US-brand casual clothes like T-shirts, jeans, caps and on manner of wearing them) * sport (e.g. growth in popularity of Nike shoes, basketball and elite US basketballers as heroes) * entertainment (e.g. dominance of US TV programs & videos, computer software and electronic games in youth popularity stakes) * consumerism (e.g. growth in market share of US fast food franchises; athletic & casual clothing & footwear; emphasis on a few brands like Nike, Tommy and The Gap for clothes and McDonalds, Pizza Hut and Hungry Jacks for fast food franchises) |
| Students can  Participate | share their sense of belonging to a group to analyse cultural aspects   * participate in a cooperative process with peer groups or perhaps e-mail networks that contain anonymity and describe group/s to which they belong and the likely impact on personal identities of this belonging * compare and discuss the importance of a sense of belonging * discuss commonalities of group membership e.g. material and non-material aspects * conduct an analysis of reasons for desiring a sense of belonging | evaluate the impact:   * explore the impact of European colonisation of Australia on Aboriginal and Torres Strait Islander cultures by selecting specific time periods (e.g. 1788-1850, 1850-1900, 1900-1950, 1950-present day), key government policies of the time (e.g. dispersal, reprisal, separation, assimilation, integration) and particular indicators (e.g. numbers of Indigenous people, where they were living, health status, age at death, length of schooling, occupations, records of their experiences) * devise criteria for determining the extent of negative or positive on Aboriginal and Torres Strait Islander cultures during this period (e.g. issues of equality of treatment before the law, equity of access to services and facilities, degree of discrimination based on racial or cultural background) * use this framework for research groups to collect and summarise available primary and secondary data, with appropriate consideration of reliability and corroboration of the evidence * apply the criteria to the available data in each group * synthesise the findings across the groups * make informed judgments about the overall impact of European colonialisation on Aboriginal and Torres Strait Islander cultures in Australia’s history | collaboratively develop a community strategy   * participate in a collaborative process with peers, local community, wider society * discuss appropriate strategies and strategic actions to moderate or celebrate e.g. information campaign, protest / demonstration, multi-media presentation, web site construction * develop community strategy e.g. lobbying aimed at political representatives or community leaders to promote concept of a global citizen | synthesise information to make judgments:   * conduct a survey of the most popular current student choices of the following: * TV programs * videos * computer games * athletic clothing & footwear brands * fast foods * list the top 5 most popular items in each category * group the items by Australian, US & other origin * focus on the US-origin choices and discuss common features among them * compare the student-generated list with the above key aspects of American culture * synthesise the two lists into a view of ‘global American culture’ * use the internet to search by key brands names to ascertain where outlets and franchises are located in the world, where products are marketed etc * make summary judgments about the global influence of American culture |

###### Culture and Identity

Key concept: Cultural change

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Communicating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning Outcome | Core CI 5.4  Students describe how governments have caused changes to particular groups. | Civics CI 5.4  Students communicate the extent to which the mass media, fashions and fast foods are setting standards for cultures around the world, by debating conclusions. | Core CI 6.4  Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups. | Civics CI 6.4  Students explain how changing social values influence government decisions relevant to contemporary issues. |
| Students know:  Cultural change | particular groups   * Aborigines and Torres Strait Islanders * people from non-English speaking backgrounds * defined by gender * ethnic communities * rural and urban communities * business/economic groups * groupings based on age or interests e.g. sub-cultures * specific religious groups * residents of particular places e.g. inner city, outer suburbs, rural areas, regional centres   role of government   * local, state, federal governments in legislative (law making), executive (policy development) and administrative (implementing law and policy) roles   change caused by government   * income loss or gain * loss of identity e.g. through assimilation policies * cultural identity e.g. through multicultural policies * sense of security e.g. through extensive, rapid legal or economic changes * educational levels attained e.g. through compulsory education, traineeships * attitudes e.g. to gender identities, smoking, health | mass media   * media sources: print (newspapers, magazines, books), radio, television & video * media genre: news, features, current affairs and issues, advertisements.   fashions   * types (e.g. clothing, footwear, jewellery, athletic gear) * activities (e.g. marketing, advertising, branding).   fast foods   * definition: ready-made for immediate consumption, usually following standard recipes * types (e.g. hamburgers, soft drinks) * activities (e.g. packaging, marketing, advertising, branding)   cultural standards   * brand recognition (e.g. via advertising) * increasing expectations and desires through association with brand * developing and franchising of standardised systems of production, distribution and marketing * creating new working patterns (e.g. reliance on casual labour, youth teams, service culture) | cultural groups   * groups based on rural or urban areas * Aborigines and Torres Strait Islanders * people from non-English speaking backgrounds * groups defined by sexuality * groups based on age or interests * specific religious groups * ethnic communities * residents of particular places e.g. inner city, outer suburbs, rural areas, regional areas   government legislation or policies   * National competition policy * privatisation of government services * Immigration Restriction Act -1901 * Commonwealth Franchise Act 1902 * Sex Discrimination Act (C’th) 1984 * Anti-Discrimination Act (Qld) 1991 * Native Title Act (C’th) 1993 * Racial Discrimination Act (C’th) 1975 * Disability Discrimination Act (C’th) 1992 * media policies e.g. concerning the ABC, Australian Film Commission * town planning, building regulations * heritage listings * transport policies   cultural change   * changes in expectations concerning work or family roles, status, sense of belonging, language, religion, fashion, manners, roles etc | changing social values relevant to contemporary issues:   * ecological and economic sustainability * heritage (e.g. impacts of environmental degradation on heritage values) * biodiversity (e.g. potential threats to endangered species) * intergenerational equity (e.g. ensuring that the needs of future generations are not compromised) * conservation (e.g. impacts of environmental degradation on conservation values ) * wilderness (e.g. potential threats to pristine areas of the environment) * democracy * participation (e.g. in a community discussion and debate) * involvement (e.g. in a campaign mounted by a community action group on a particular concern emerging in the media) * contact with political parties (e.g. to identify their policies and specific stances on an issue) * contact with an elected representative (e.g. to assess his or her view on the issue) * peace * cooperation and sharing (e.g. between groups with common interests on the issue) * tolerance (e.g. of people with different views on the issue) * reconciliation (e.g. with local indigenous group concerning shared use of the environment) * interdependence (e.g. between different social and economic groups) * social justice * equality of access (e.g. to information from different sources) * equality of opportunity (e.g. regarding sharing the benefits arising) * justice & anti-discrimination (e.g. by ensuring that all actions by groups involved are in accordance with relevant laws   related government decisions, legislation or policies:   * national competition policy * privatisation of government services * Immigration Restriction Act -1901 * Commonwealth Franchise Act 1902 * Sex Discrimination Act (C’th) 1984 * Anti-Discrimination Act (Qld) 1991 * Native Title Act (C’th) 1993 * Racial Discrimination Act (C’th) 1975 * Disability Discrimination Act (C’th) 1992 * media policies (e.g. concerning the ABC, Australian Film Commission) * other policies (e.g. town planning, building regulations, heritage listings) |
| Students can  Communicate | describe the role of government in cultural change   * use a flow chart to identify the long term cultural impact of compulsory education * present a speech to a forum on Aboriginal Reconciliation * use an artistic medium to show the role of the current positive change to particular cultural groups | communicate the extent of setting of cultural standards by debating conclusions   * in groups or as individuals, select a mass media product, a fashion item, or a fast food that has an international profile (i.e. a specific global brand name) * use the internet and/or a library to investigate the selected product * create a set of rating scales from the list of cultural standards outlined above * ask samples of respondents of different ages and backgrounds to rate the selected product on each of the dimensions * conduct a discussion on your findings, debating the extent of influence of the branding, marketing and advertising on our recognition of and positive association with the brand of product | describe instances of cultural change resulting from government legislation or policies   * use a choice of formats and genres to communicate changes resulting from the introduction and enactment of the Anti-Discrimination Act (Qld) 1991 to the groups mentioned in the legislation e.g. multimedia presentation * role play representatives from government and cultural groups related to specific legislation or policies e.g. meeting of Land Council, Multicultural committee | explain how changing social values influence government decisions   * either investigate: * in groups or as individuals, select one of the SOSE Syllabus values areas * select a topic area where values are changing * investigate, using the internet and/or news papers and broadcasts how a government is attempting to respond to these changes * explain the options being considered for possible government response. * or backwards map from a government decision to changing values: * -explain how the introduction and enactment of a particular Act (e.g. the Anti-Discrimination Act (Qld) 1991) responded changing social values documented by the groups mentioned in the legislation |

###### Culture and Identity

Key concept: Construction of identities

Elaborations of core learning outcomes using a civics perspective and civics learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Reflecting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning Outcome | Core CI 5.5  Students express how dominant and marginalised identities are constructed by media and other influences. |  | Core CI 6.5  Students analyse ways in which social construction of gender in different cultures and socioeconomic circumstances affects adolescent identities. |  |
| Students know:  Construction of identities | media and other influences that construct identities   * media e.g. content and advertising on TV, magazines, radio, newspapers, billboards, internet, infotainment, news and current affairs programs * other influences e.g. family, peer group ,education, religion, natural environments, ethnicity, socioeconomic circumstance * socialisation   dominant and marginalised identities   * identities that are seen as ours as compared to theirs * groups that are silent and absent from representations e.g. Aboriginal and Torres Strait Islander teenagers in advertising, migrant women in political debates, people with a disability in the entertainment media * language and terminology that promote/represent difference * identities depicted as powerful, popular, powerless, unfashionable |  | social construction of gender in different cultures and socioeconomic circumstances   * roles, responsibilities and status of women, men, girls and boys in different cultural groups e.g. women in an Aboriginal culture, men in an Asian culture, girls in an Pacific Islander culture, boys in an Eastern European cultures * power relationships evident in constructions of masculinity and femininity e.g. dominance of male constructs and marginalisation of female constructs * constructions occurring in two different schools e.g. staffing, roles allocated to students, images on school websites   effects of social construction of gender on adolescent identities   * pay, working conditions and promotion prospects * academic and sporting achievements * status of different genders within peer groups and youth cultures e.g. reaction to and reflection of mainstream / adult culture |  |
| Students can  Reflect | express how dominant and marginalised identities are constructed   * identify the manner in which identities are constructed e.g. scan advertising materials, conduct comparisons of news reportage, interview different groups from a range of backgrounds, engage in reflection activities * evaluate the ways in which some groups are portrayed as dominant and others are marginalised or ignored * explain the construction of identities to a specific audience e.g. written submission to the Australian Broadcasting Authority, speech to a community group, web site design to reveal the ‘hidden face of Australia’ to other young people, public awareness campaign * explain the use of satire in a popular television cartoon that uses stereotypes to construct identities |  | analyse ways in which gender construction affects adolescent identities   * identify aspects of adolescent identities and trace these back to source e.g. in school practices, media portrayals * survey and use spread sheets to identify hierarchy of impacts on identities * replay a segment of a TV show depicting adolescents and look at it from the perspective of one culture then another * contrast power relationships associated with gender construction in different adolescent contexts e.g. how does the manner in which gender is constructed distribute power within groups? * translate a text so that it offers a reverse stereotype and construct of adolescent identity |  |