**Studies of Society and Environment**

**Elaborations of
core learning outcomes
using an historical perspective**

**and history learning outcomes**

### June 2001

###### Time, Continuity and Change

Elaborations of core learning outcomes using an historical perspective and history 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome  | Core TCC 5.1Students use primary and secondary evidence to identify the development of ideas from ancient to modern times. | History TCC 5.1Students construct graphs and interpret and evaluate trends from data related to changes in rural Australia and Australia's export industries. | Core TCC 6.1Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. | History TCC 6.1Students apply their knowledge and understanding of the past to reveal the assumptions and beliefs underlying a contemporary policy such as immigration. |
| Students know:Evidence over time | the development of ideas* democracy
* free trade
* technology
* civil liberty
* religion
* philosophies e.g. individualism, altruism
* capitalism
* socialism
* environmentalism
* empiricism

ancient to modern times* pre- 2000 years ago
* 2000 - 500 years ago
* 500 - 100 years ago
* 100 years ago – present
* future
 | the changes in rural Australia in the areas of* economic stability
* environmental awareness
* political support and
* social characteristics

and Australia’s export industries* wheat
* wool
* cotton
* rice
* tobacco
* agricultural machinery
* rural research
* tourism
 | cultural construction of evidence from the past* evidence of the same event from various standpoints e.g.
* conservative/progressive
* national
* federal/State
* ethnic
* constitutional monarchy/republican
* socioeconomic situations
* genders
* dominant/marginalised

the past* courses should be organised to ensure that there are opportunities to investigate a variety of past eras from ancient to modern times
* depth studies of a time period and bridging studies should be applied
* relationships between evidence of a particular event or individual and the culture from which it is constructed e.g.
* government in ancient Rome from patrician and plebeian accounts
* an Australian digger's version of the Gallipoli campaign and a Turkish soldier's account
 | knowledge and understanding of the past re immigration e.g. policies such as:* assimilation
* integration
* multiculturalism
* pluralism

assumptions and beliefs e.g. about:* ethnicity
* race
* gender
* education
* government
* multi-culturalism
 |
| Students can:Investigate | use primary and secondary evidence to identify* use an investigation process which recognises that the purpose of the inquiry distinguishes primary and secondary sources e.g.
* a newspaper report of the Battle of Brisbane in World War 2 could be a secondary source for obtaining interpretation and detail of the battle but a primary source if the purpose was to write a history of how newspapers portrayed the battle
* use sources rather than opinions to synthesise ideas about the development of an idea
* compare interpretations from primary and secondary sources to identify what may have happened but also to critique the sources themselves
* incorporate and reference evidence in e.g. formal reports, research assignments, structured referenced essays, speech scripts
 | construct graphs that show comparisons over time of such factors as importance of particular exports* build graphs from data
* Identifying the most appropriate graph for the statistics being used, e.g. line, bar, pie

interpret and evaluate trends* read between the lines and decide what is being communicated
* make judgments about the representativeness and accuracy
* create a written explanation of the graphic representation.
 | evaluate evidence from the past to demonstrate cultural constructions* interpret and analyse evidence
* 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
 | apply their knowledge and understanding of the past to reveal* by such actions as
* construct a survey
* conduct interviews with family and friends
* analyse and interpret an historical source
 |

###### Time, Continuity and Change

Key concept: Changes and continuities

Elaborations of core learning outcomes using an historical perspective and history 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 TCC 5.2Students represent situations before and after a period of rapid change. | History TCC 5.2Students apply their knowledge and understanding of the past to investigate contemporary events and issues including gender roles, to suggest preferred future patterns of paid and unpaid work . | Core TCC 6.2Students use their own research focus to analyse changes or continuities in the Asia-Pacific region. | History TCC 6.2Students establish dialogue with students in other settings concerning the relative pace of change in their local environment and investigate possible causes. |
| Students know:Changes and continuities | before and after situations* economic
* political
* social, including gender
* scientific
* environmental
* sovereignty

periods of rapid change* industrial revolution
* 1929 Wall Street Crash
* Crusades
* European Renaissance
* Reformation
* agricultural revolution
* information revolution
* Meiji restoration in Japan
* development of city states
* invasion
* fall of the Berlin Wall
* China after 1976
 | patterns of unpaid and paid work Using case studies from Ancient societies such as Roman or Greek, and/or in Australia during the 19th & 20th Centuries* agricultural
* manufacturing
* service – such as health, education and domestic work.

the origins and influences on these patterns such as* temporal context
* cultural background of beliefs and values.

and influences of such factors as* gender
* ethnicity
* religion

on the work experiences | changes or continuities in the Asia-Pacific region* decolonisation e.g. Indonesia, Papua New Guinea, Fiji, Vietnam, Malaysia
* cultural imperialism e.g. Marshall Islands, Hawaii, New Caledonia, Vietnam
* nationalism e.g. Japan, Korea, Taiwan
* economic changes e.g. 1997 Asian economic crisis
* economic growth in Confucianist countries e.g. China, Singapore
* land rights e.g. Banaba, Bougainville, East Timor, Irian Jaya, New Zealand
* environments e.g. rising sea levels
* deforestation
* green house emissions
* marine exploitation
 | the relative pace of change in their local environment in regard to* political changes
* social changes
* economic changes
* ecological changes

with students in other settings * rural/urban in another Australian setting
* Asian region
* European region
* American region
 |
| Students can:Create | represent situations before and after* create a diagram illustrating the structure of society before and after the Industrial Revolution
* create a graph representing broad occupational categories before and after the microchip
* roleplay society's perceptions of women's roles before and after Word War 2 in Australia
* reproduce a piece of Renaissance art and describe how its social role differs from a piece made before that time
* write about the effects of a bank closure on a rural community using newspaper report or letter writing genre
* write diary entries of family life before and after the arrival of television
 | apply their knowledge and understanding to investigate* transfer knowledge gained by studying the past and test its appropriateness to the present, e.g. by:
* identifying a research focus through collaboration with peers
* gathering information by meeting and discussing issues with family and community members
* researching documents and ABS statistics over a period of time
* representing this information in written form and through photographs, diagrams, graphs

using this information to share and compare developing views on future patterns of work | use their own research focus* identify intersections between variables e.g. student interest in an historical issue in the Asia-Pacific region, a key value and a current event
* dissect a current report for its historical origins
* position self as an historian of the future and develop a research focus that could be investigated now

to analyse* identify the component parts of a change or continuity
* seek the origins of these changes or continuities
 | establish a dialogue through* the use of electronic communication
 |

###### Time Continuity and Change

Key Concept: People and contributions

Elaborations of core learning outcomes using an historical perspective and history 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 TCC 5.3Students collaborate to locate and systematically record information about the contributions of people in diverse past settings. | History TCC 5.3Students perform a role-play that identifies the motives of groups who are advantaged as well as disadvantaged by a particular government domestic policy. | Core TCC 6.3Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments. | History TCC 6.3Students identify and articulate various social groups’ perspectives on the key values, critically analysing how key values of Australian society have endured and changed over time. |
| Students know:People and contributions | contributions of people* effective contribution as a member of a group
* contributions e.g.
* economic
* educational
* peace
* environmental
* industrial
* scientific, including medical
* philanthropic
* political/legal
* domestic
* artistic
* 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
 | the influences that can lead to ‘advantage’ or ‘disadvantage’* such as:
* income
* religion
* gender
* ethnicity and language
* health
* social class
* location

that these become ‘legitimised’ in a society through government policies and legal systems* such as those that relate to
* education
* immigration
* employment
* welfare

and that these change over time and place* such as ancient:
* Sumeria
* China
* Athens
* Sparta
* and modern:
* Australian, European, or Asian
* current global patterns
 | values that have effected changes and contributions to* democratic process, social justice, ecological and economic sustainability, peace

contributions by diverse individuals and groups in Australian environments* contributions over short and long term
* diverse according to:
* birthplace
* ethnic background
* urban/rural location
* social class affiliation
* gender
* religion
* groups could derive from this diversity and also include political lobby groups

contributions by diverse individuals and groups in Asian environments* contributions over short and long term
* diverse according to the same categories as for Australian environments but could also include individuals and groups who are diverse in terms of their acceptance of Western values
 | different groups that comprise Australian society* the Indigenous peoples prior to European settlement
* convicts during the penal era
* migrants
* women
* teenagers
 |
| Students can:Participate | collaboratively locate information* work cooperatively with e.g. peers, local community, online or experts to design search questions and key words and find information e.g. graphs, tables, databases

systematically record * use time-lines, referencing systems, note-taking and filing strategies
 | collaboratively perform a role play by* investigating the issue
* developing characters and script for the role play based on their research
 | collaboratively identify values* develop group roles and responsibilities to create an inquiry plan
* 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
 | identify the various perspectives on key values through* interview
* critical use of primary documents

and articulate these through such means as* writing an article for
* a film documentary
* a magazine
 |

###### Time Continuity and Change

Key concept: Causes and effects

Elaborations of core learning outcomes using an historical perspective and history 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 TCC 5.4Students explain the consequences of Australia’s international relations on the development of a cohesive society. | History TCC 5.4Students present 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 6.4Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles. |  |
| Students know:Causes and effects | Australia’s international relations* nationalities on the First Fleet
* involvement in wars e.g. Boer War, WW1,WW2, Korean War, Vietnam
* peacekeeping roles e.g. Cambodia, East Timor
* trade relations and growing engagement with Asia, APEC, ASEAN, WTO
* migration of people e.g. mid nineteenth and twentieth centuries, recent refugees
* multilateral relations e.g. with League of Nations, UN, British Commonwealth
* Australia as a trading nation e.g. wool, minerals, tourism, education
* 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
* unifying events e.g. Federation, sporting triumphs
 | the short and long term effects of a particular event on a population* short term being from immediately to about 10 years
* long term 10+ years
* the particular event could be the Vietnam war, the 1848 famines in Europe, an invention such as the printing press or exploitation of children in Dickensian England.

on a population* national/state/regional
* religious
* gender
* age
* religion
* employment and social class

using events that have occurred in Ancient* Ancient Egypt
* Ancient Rome
* Ancient India

the Middle Ages* The Crusades

and modern times* Industrial revolution
* Age of Discovery
* American War of Independence
* WW1 and Australia
 | causes of change or continuity in environments* human impacts on natural environments e.g. on forests, rivers by farming practices and introduced species
* levels of public education impact on type of mass media consumed
* impact of second wave feminism and gender roles today

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
* educational practices
 |  |
| Students can:Communicate | explain consequences* explain shot term and long term results
* explain the short and long term effects of economic protectionist policies begun under Australian Prime Minister Deakin
* construct an argument in written or no-written formats about how a policy, law, treaty or agreement effected the development of a multicultural 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
 | present a diagrammatic overview to summarise* creating and labelling (possibly a computer based ) concept map or flow diagram
 | 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
* inclusion of evidence in commentary and/or in running subtitles for video
* hypertext for electronic media
* eg Harvard referencing system for print
 |  |

###### Time Continuity and Change

Key concept: Heritage

Elaborations of core learning outcomes using an historical perspective and history 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 TCC 5.5Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages. |  | Core TCC 6.5Students develop criteria-based judgments about the ethical behaviour of people in the past. |  |
| Students know:Heritage | particular heritages e.g. beliefs in* human rights
* collectivism
* individualism
* theocracy
* government regulation
* a 'fair go' for all
* patriarchy
* meritocracy
* heterosexuality

who benefits or is disadvantaged e.g.* rural/urban Australians
* ethnic groups
* social classes
* males/females
* groups with or without access to information
* sexual preference groups
 |  | the ethical behaviour of people in the past e.g.* totalitarians e.g. ancient rulers, German Nazis, Soviet communists
* democrats e.g. Mahatma Gandhi, Nelson Mandela, President Franklin D Roosevelt, Margaret Thatcher, Robert Menzies
* advocates of causes e.g. nationalism, slavery, trade protectionism, free trade, democracy, trade unionism, social security
* framers of specific laws e.g. suffrage in Britain
* industrialists e.g. Henry Ford, Robert Owen
* religious leaders e.g. Martin Luther, various Popes, saints e.g. St Thomas More
* scientists and technologists e.g. Galileo, Oppenheimer, geneticists
* Australia's Governor General in 1975
* soldiers e.g. conquistadors, Allies in WW2
* voters e.g. Germans in 1930s, Australians in 1967 referendum
 |  |
| Students can:Reflect | identify values inherent in historical sources* interpret implicit messages in words or images about what is valued concerning power, progress, or other values, including the four key values of social justice, ecological and economic sustainability, democratic processes and peace
* analyse an historical source for the heritage it values
* recognise that the nature of a source reflects a value e.g. television sources value visual imagery, audio sources value aural, political value the public sphere of life whereas diaries may value the private sphere of life
 |  | develop criteria-based judgments* judgments that can be justified
* on the basis of values at the time as compared to today
* by reference to contexts of the behaviour e.g. whether it was informed and intentional
* by considering ends and means
* judgments based on
* introspection e.g. how would "I" have behaved? what values "I" would have applied?
* Christianity, utilitarianism, or some other explicit belief system
* be explicit about the basis of judgment
* reveal values of those doing the judging
* decide on relative importance of each criterion
* give judgments not opinions
* substantiate
 |  |

###### Place & Space

Key concept: Human-environment relationships

Elaborations of core learning outcomes using an historical perspective and history 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 PS 5.1Students synthesise information from the perspectives of different groups to identify patterns that constitute a region. | History PS 5.1Students design strategies for evaluating environmental impacts of a project over time, including impacts on relationships between living and non-living systems. | Core PS 6.1Students use criteria and geographical skills to develop conclusions about the management of a place. | History PS 6.1Students understand the emergence of an environmental issue in the Asia-Pacific region to create proposals for resolving such issues in this region today |
| Students know:Human-environment relationships | perspectives of different groups* political, including local, national, regional, global and spectrums from left to right, progressive to conservative
* social, including gender, religious, class, age
* economic including powerful to powerless
* environmental
* groups particular to issues e.g. refugees

patterns that constitute a region* physical e.g. topographic, climatic, natural resources, vegetation
* political e.g. local, state, national boundaries
* social e.g. unemployment, education, health, life expectancy levels, religion
* economic e.g. industrial zones, income levels
 | environmental impacts of a project over time:* Ancient Roman Empire and Hadrian’s Wall
* the introduction of Cane toads into Queensland
* the building of the Aswan High Dam in Egypt
 | the management of a place* social, natural and built places
* management of water resources, vegetation, flora, fauna, introduced species
* management that is sustainable in ecological, economic, social welfare and heritage terms
* management that recognises the importance of chronological, long and short term perspectives e.g. the need for inter-generational equity
 | the emergence of an environmental issue in the Asia-Pacific region* such as
* industrial pollution
* land degradation
* rapid urban growth
* destruction of natural resources such as forests
 |
| Students can:Investigate | synthesise information* combine a variety of information to identify and create boundaries and patterns e.g.
* empires at different times
* trading areas at different times
* areas influenced over time by religions or cultural practices of a smaller area
* areas influenced by a river system
* areas likely to have been explored by Europeans by certain dates
* shifts and stabilities over time in political boundaries, population demographics, zones for housing, business and industry
* regions defined by reference to Aboriginal languages and land use
* boundaries of voting tendencies over time
* movement patterns of introduced species
 | design strategies by * identifying and interpreting resources linked to a project in its early stages
* suggest how an environmental impact could be measured
* deciding what is representative and valid evidence
 | use criteria and geographical skills to develop conclusions* acknowledge the importance of place, location, distance in explaining changes or continuities over time
* interpret historical evidence drawn from photographs, maps, field-work, and issues of scale, distribution, population density
* use inquiry processes to develop criteria and hypotheses concerning locations, movements over time through areas and the impact of distance or location on travel routes
* test hypotheses using data gathered concerning geographical changes or continuities over time
 | to create proposals for resolving such issues * present plans in general terms
 |

###### Place and Space

Key concept: Spatial patterns

Elaborations of core learning outcomes using an historical perspective and history 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 PS 5.4Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region. | History PS 5.2Students participate cooperatively to evaluate impacts of changes on ecosystems in different global locations over time. | Core PS 6.4Students use maps, tables and statistical data to express predictions about the impact of change on environments. | History PS 6.2Students plan and undertake a study of the history of their local area to identify and advocate for an environmental issue. |
| Students know:Spatial patterns | environments in the Asia-Pacific region * natural environments e.g. Franklin River Tasmania, water and forest management in Queensland, Australian and New Caledonian coral reefs, Ok Tedi mining in PNG, toxic waste dumping in Asia, climate warming in central Asia, Japanese whaling
* built environments e.g. heritage precincts in cities, buildings, sacred indigenous sites, cemeteries
 | impacts of changes on ecosystems over time:* changes such as urbanisation on river valley systems and arable land in Ancient civilisations in Mesopotamia
* agriculture on the Nile River over time
* industrialisation in the last fifty years in parts of the Asia- Pacific region – such as Singapore, Japan, Korea on eco systems such as forests.
 | impact of change on environments* industrialisation and the construction of dams for hydro-electric power in Australia
* nuclear power in the USSR, including Chernobyl
* deforestation, coal mining in Britain
* nuclear waste dumping in post-war Germany
* tourism including eco-tourism and its impact on environments in Asia
* global emissions of greenhouse gases and global warming
 | **local area*** the area within several kilometres of where the student lives; local could include a region but it is smaller than a state

**an environmental issue** * issue concerning a natural or built environment e.g. the Franklin Dam issue, the demolition of a heritage valued building
 |
| Students can:Communicate | use maps, diagrams and statistics* topographic, population, economic, political, climatic, vegetation maps
* diagrams including flow charts, especially to show interdependence
* statistics for different years about economic growth, deforestation, prawn trawler catches, whales taken for scientific purposes etc, expressed in a range of tables and graphs

justify placing value* use evidence from the sources mentioned in the outcome to justify valuing a place e.g.
* use arguments concerning intrinsic worth, economic value, ecological value, aesthetics, spiritual meanings
 | participate cooperatively * to develop key questions to investigate the changes
* establish what issues and when these are being investigated- and in that context how and why they exist

to evaluate by* identifying any patterns and dominant trends over time across different cases
 | use maps, tables and statistical data* graph and map trends before and after the introduction of conservation measures
* survey elderly local residents about the state of the environment, e.g. the local creek, as remembered fifty years ago then collate and analyse in spread-sheets or data-bases to make predictions
* critique data supplied by lobby groups such as Greenpeace or Australian government departments for its accuracy, by comparing data from different sources
* combine tables and maps to identify trends and express predictions e.g. changes to natural habitats may impact on endangered animal or plant species
 | plan and investigate by:* identifying the nature of their local area and the time frame of their study
* developing a hypothesis about changes to the local area’s environment over time
* collecting information through primary documents and interview
* analysing this information
 |

###### 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 an historical perspective and history learning outcomes.

Key process: Reflecting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core PS 5.5Students evaluate ideas concerning sustainability to identify who may benefit and who may be disadvantaged from changes to a Queensland industry. | History PS 5.3Communicate knowledge of the location and diversity of varied resources and heritage environments in Australia and the Asia-Pacific region by using maps, symbols, diagrams and statistics. | Core PS 6.5Students make clear links between their values of peace and sustainability and their preferred vision of a place. | History PS 6.3Students trace the various geographic locations of transnational corporations over time and investigate reasons for the moves. |
| 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 industry 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, capital intensive
* ownership e.g. public to private, local to national to global
* regulation e.g. increased or decreased
* overseas markets

Queensland industry* primary e.g. mining, agriculture, pastoral, fisheries, timber
* secondary e.g. manufacturing
* tertiary e.g. tourism, services, education, medical /scientific, technology, sport
* alternative industries
 | the location and diversity of varied resources and heritage environments in Australia and the Asia-Pacific region* environments might include:
* The Barrier Reef
* Kakadu National Park
* Bougainville
* Nauru
 | preferred vision of a place* personal preferences modified by reconsidering some of their own values and about peace and sustainability e.g. regarding a local land-mark, Gold Coast hinterland, Great Barrier Reef, Mt Everest, Kakadu National Park, Antarctica, Uluru National Park

values of peace* related to a place could include the value of:
* quietness and relaxation
* cooperation
* sharing
* reconciliation
* tolerance
* interdependence

values of sustainability* heritage
* biodiversity
* intergenerational equity
* ecological integrity
* conservation
* wilderness
 | ‘transnational corporations’ over time * linking to early imperialism on the 15th and 16th centuries through to notions of ‘neo imperialism’ in the contemporary world
* East India company
* Microsoft
* McDonalds
 |
| 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
 | communicate these changes over time by representing through diagrams, tables or maps * information indicating changes over time in such things as location and size of land use such as human occupation, natural resources, historical sites
 | make clear links between values and vision* develop vision by exploring values in other historical settings
* illustrate a vision of a place by a developer, a politician, an environmentalist and include the 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
 | trace a particular transnational corporation from the time and place by locating and labelling using:* historical Maps and flow diagrams
 |

###### Systems, Resources and Power

Elaborations of core learning outcomes using an historical perspective and history learning outcomes.

Key concept: Interactions between ecological and other systems

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 SRP 5.1Students evaluate the relationship between an ecological system and a government and/or an economic system. | History SRP 5.1Students use media and other sources to identify significant current issues and investigate their historical origins. | Core SRP 6.1Students develop and test a hypothesis concerning a relationship between global economic and ecological systems. | History SRP 6.1.Students devise simulations in various media that highlight power relations at various times in the past. |
| Students know:Interactions between ecological and other systems | relationship between an ecological system and a government and/or an economic system* decisions to build dams e.g. Aswan, Snowy Mountains
* government quarantine restrictions and restrictions on imports e.g. poultry and certain seeds
* government funded research e.g. CSIRO and fruit fly in north Queensland
* introduction of cane toads into Queensland
* legislated creation of reserves e.g. forestry, which reduce greenhouse emissions and encourage eco-tourism
* government green taxes in Europe 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. deposits on drink containers
* companies selling environmentally-aware products e.g. biodegradable soaps, green energy, recycled packaging
* the phase out of milk in glass
* 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
 | significant in terms of the number of people affected, number of times raised by politicians and other community leaders* main aspects of the current issue
* e.g. Women’s roles in various time periods - Athens 5th Century BCE, Roman Empire, Medieval Europe, Industrial Revolution, World War 2, pace of change

ways of organising information gained during research | 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
 | types of power structures in* the family, local, regional, state, national and international spheres in selected time periods

the causes of changes in these relationships in selected time periods* the rise of the bourgeoisie in Europe
* growth of universal franchise in Britain
* the French, Chinese, Russian, Industrial revolutions
* break-up of the extended family in post-Industrial Britain
* changing roles for women, children in Australia
* role of government in daily life in Ancient Rome
 |
| 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'
* interpret an economic model which values the natural environment in calculations of GDP
 | use media and other sources to identify and * collect written, audio and/or visual items about the current issue
* discriminate between fact, fiction and opinion
* recognise values, motives in the items of reporting
* evaluate the reliability of evidence
* present a structured essay/report
 | 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
 | devise simulations* create presentations which dramatise changes in power structures
* write a short play
* draw a comic strip
* devise a board game
* compose a song
* edit a video
* create a interactive webpage
 |

###### Systems, Resources and Power

Key concept: Participating and decision making

Elaborations of core learning outcomes using an historical perspective and history 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 5.3Students use a structured decision making process to suggest participatory action regarding a significant current environmental, business, political or legal issue.  | History SRP 5.2Students demonstrate relationships between global trading patterns and Australia’s economy at different times in Australian history. | Core SRP 6.3Students advocate to influence Australia’s role in future global economies or environments. | History SRP 6.2Students use understanding about a business or industry in the past where productivity and working conditions were poor, to make practical suggestions for improving situations in the future. |
| Students know:Participating and decision making | significant current environmental, business, political or legal issue* where significance could be based on the history of the issue and the likely long-term consequences
* 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 or simulated
* actions involving negotiation, consultation, clarification of position, clarity of intentions
 | * basic facts about a national economy
* economics terminology
* aspects connected with free trade/protectionist issues
* aspects of technological changes
* methods of interpreting a variety of information about trade and economic patterns; **topics might include** - **wool industry, mining, tourism**
* the effect of international trade patterns on Australia’s economy, e.g. the fluctuating price of primary products due to international demand
 | 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
* understanding of possible role based on some historic precedents e.g. Australia's independent stance during formation of League of Nations, Swedish foreign policy during and after WW2
* 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
* based on historic precedents in Britain, Canada etc
 | types of societies* convict labour in colonial Australia
* slave societies in the Ancient World, the Americas
* Feudalism in Europe, Asia
* early Federal era in Australia e.g. the first minimum wage in the Harvester judgment

factors affecting productivity and working conditions* earnings
* working environment
* safety
* security of tenure
* promotional prospects
* training
 |
| 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
 | demonstrate relationships* interpret a variety of types of evidence about the economy and trade with overseas countries
* organise this information to :
* construct economic models such as graphs, pie charts, flow charts, showing changes in trade patterns over time, power-point presentations
* construct economic models showing changes in economic activity within the Australian economy
 | advocate to influence* send persuasive letters to politicians and lobby groups
* advocacy modelled on understandings of historical precedents e.g. Chartists, suffragettes, trade unions
* create questions with historical references for invited politicians and so influence them
* join internet historical discussion groups to learn of precedents and to advocate through questions
 | show understanding* analyse primary and secondary source materials

make practical suggestions for improving situations in the future* suggestions that could realistically be put into practice
* suggestions that current practitioners in an area see as able to be implemented
* make judgments based on an understanding of current trends and preferred future visions
 |

###### Systems, Resources & Power

Key concept: Citizenship and government

Elaborations of core learning outcomes using an historical perspective and history 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 5.4Students report on the main features and principles of legal systems in Australia. | History SRP 5.3Students classify, describe and evaluate distribution of wealth at various points in time. | Core SRP 6.4Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system. | History SRP 6.3Students conceive enterprising ways of resolving disputes between nations and communicate them to an audience beyond their place of learning. |
| Students know:Citizenship and government | main features of legal systems in Australia* features that have a long history and are not transitory e.g.
* separation of powers between the judicial and legislative branches
* division into federal, state and local responsibilities
* different ways of making laws e.g. by parliament, the courts, delegation to subordinate bodies
* different types of courts e.g. magistrate, county, supreme, appeal courts including the federal High Court
* features that are memorable because they stand in contrast to the past e.g. removal of appeal to Privvy Council,

main principles of legal systems in Australia* principles based on historical conventions e.g. succession in appointment of High Court judges
* modern and ancient historical origin of equality before the law, presumption of innocence until proven guilty, certain international charters, declarations and agreements e.g. The UN Declaration of Human Rights
 | what constituted ‘wealth’ in selected historical periods* land ownership e.g. in feudal times
* money from trade e.g. during European Renaissance
* profits from investments e.g. during 19th century British Empire
* control of natural resources e.g. railway barons in USA versus indigenous Americans
* Information in the computer age e.g. global distribution of information since WW2

political, economic and social factors which allowed people to become wealthy e.g. cotton plantation owners in pre-Civil War southern USA | 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
* communist with government ownership and centrally-planned e.g. USSR, Cuba
* communist with free market elements e.g. China
* fascist with private ownership but government regulation
* political system e.g.
* liberal democracy Jeffersonian USA
* social democracy in post -WW2 India
* totalitarianism in Tokugawa Japan
* absolute monarchy in ancient society
* legal system e.g.
* based mainly on religion in ancient Egypt
* founded on precedents in nineteenth century Britain
* based on codes Hammurabi
 | terminologyMediation, conciliation, arbitration, resolutions, sanctions, foreign aiddisputes between nations* economic - opium wars in china
* political - Fiji, East Timor, world war 1 and the league of nations
* treaties e.g. Waitangi in New Zealand
* passive resistance e.g. Gandhi in 1930’s India
* social -Ireland, Yugoslavia e.g. the Dayton accord

defining ‘nation’* as clans/tribes in ancient times
* as conceived by empires - Rome, Britain
* as conceived by countries since the French Revolution
 |
| 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
 | classify, describe and evaluate* devise criteria for arranging information
* collect and arrange information into categories

describe and evaluate* draw conclusions by comparison of lists to discover similarities and difference
* make judgments based on these conclusions
 | communicate informed interpretations to suggest reforms* write an argumentative essay using historical examples about whether there should be less government regulation of some sector of the economy
* use understandings of debates during the French revolution to participate in a debate on whether Australia should become a republic
 | conceive enterprising ways - ways that were novel or different for their time* investigate enterprising ways which led to resolution of conflict, e.g.
* the Treaty of Albuquerque
* Solomon’s judgment
* formation of the League of Nations

communicate them to an audience beyond their place of learning* contact various forms of media to communicate proposals, e.g. letters to the editor, e-mails to representatives of factions involved in the conflict
* make suggestions to different organisations promoting peaceful resolution of conflict based on historical precedents
 |

###### Systems, Resources and Power

Key concept: Access to power

Elaborations of core learning outcomes using an historical perspective and history 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 5.5Students apply the value of social justice to suggest ways of improving access to democracy in Queensland or other Australian political settings. |  | Core SRP 6.5Students 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* as historical examples can demonstrate it can be derived from ownership of capital, participation in consumer groups, individual wealth, being associated with a widely accepted ethical position

political power* may or may not be associated with political authority
* as historical examples can demonstrate it may be derived from physical dominance, dishonest propaganda, a charismatic leader, political apathy or ignorance among voters etc
 |  |
| Students can:Reflect | apply the value of social justice to make suggestions* apply understandings drawn from testing definitions of social justice in different historical settings
* refer to historical examples of how young people have been excluded to suggest ways of motivating and involving more young people in political processes
 |  | apply understandings to suggest ways of improving access* test whether a past practice supported rule by the majority and protected the rights of minorities
* use knowledge of past practices in submissions to appropriate authorities that suggest ways of improving situations facing exploited children
 |  |

###### Culture and Identity

Key concept: Cultural diversity

Elaborations of core learning outcomes using an historical perspective and history 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. | History CI 5.1Students identify and describe issues that are culturally important to Aboriginal and Torres Strait Islander societies and groups. | Core CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity. | History CI 6.1.Students identify the historical origins of schools and community activities to suggest how students may promote better relations across cultural differences in the future. |
| 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
* 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
* outward signs and symbols of cultural belonging e.g. apparel, appearance, possessions, roles on certain occasions

perceptions of cultural aspects* at different periods of time, from ancient to modern as revealed in texts, surveys, media, laws, political speeches, photographs and other sources
* cultural aspects as described above
* various perceptions including negative stereotyping, racist, condescending perceptions as well as romantic, idealistic, realistic celebration and acceptance
 | aspects which define cultural groups* social groupings based on family and kinship structures
* influences of elders
* roles and responsibilities in traditional and present day societies and groups
* language maintenance, retrieval and revival
* land, sea and water connections as central to cultural identity of particular groups
* roles of significant local and national organisations
* cultural mores, e.g. personal space, eye contact, demonstrations of respect
* practices and beliefs which illustrate roles, rights and responsibilities, e.g. symbols

Issues which are culturally important* Health
* Drug dependency
* Perceptions of Aboriginal and Torres Strait Islander people and groups to stereotyping, media reporting and images
 | ways in which various societies promote cultural diversity* promotion over short and long term
* legislative e.g. New Zealand Treaty of Waitangi, Australian legislation to protect minority ethnic groups from discrimination e.g. Racial Discrimination Act (Commonwealth) 1975
* school curriculum e.g. currently in Queensland as compared to that of previous generations
* cultural and artistic celebration of diversity e.g. in Brazil, in post-1960s USA, in Australia's Aboriginal and Torres Strait Islander Commission, Ethnic Community Councils, government departments of ethnic and multicultural affairs, ABC and SBS media outlets

ways in which various societies inhibit cultural diversity* inhibiting over short and long term
* legal police state intimidation e.g. Spanish Inquisition, Salem witch-hunts and slavery in USA, Nazi Germany, Communist China, apartheid era South Africa, exclusive immigration policies e.g. White Australia Policy
* restricted access to political processes e.g. ancient Greece, Tokugawa Japan, 1990s Burma,
* race and ethnic group-based discrimination e.g. Fiji
* political ‘scapegoating’ e.g. blaming groups for social problems
* segregation of cultural groups e.g. USA Jim Crow laws, Northern Ireland
* employment discrimination e.g. against disabled groups, Jews, racial and sexual preference groups
 | aspects of school history* foundation, uniforms, assembly procedures, awards, ceremonies, timetable/subject offerings, assessment, personalities

aspects of local history* traditional owners
* European settlement
* changes in economic, political , social organisation
* local events —- considered important in the local area — past and present
* personalities
* geographic influences
 |
| Students can:Investigate | investigate aspects of cultural groups and others’ perceptions* apply historical research procedures including the framing of a key question, location of relevant evidence, analysis, interpretation, evaluation, synthesis
* use historical evidence e.g. photographs to access cultural aspects and the same evidence to access the perception of others e.g. the photographers' perceptions
 | identify and describe aspects of issues * compare and contrast interpretations about the issues
* create visual representations
* access Aboriginal and Torres Strait Islander perspectives, e.g. a visiting speaker, video
* give an oral summary of what the visiting speaker considered culturally important and unimportant
 | analyse ways* compare before and after situations
* group and classify practises
* investigate particular practises to identify long and short term effects
* apply categories to a societies behaviour at points in time e.g. laws, educational practices, media images
 | identify the historical origins* locate historical origins and organise information, using interviews, school and local archives

suggest how to promote better relations across cultural differences* use a school/local occasion to present the results their research
* have published their research in school publications, the local paper
* present the results of their research in school and/or local archives
* participate in cultural events at the school and/or local level
* reflecting on the results of their research, suggest changes to a school or local practice
 |

###### Culture and Identity

Elaborations of core learning outcomes using an historical perspective and history learning outcomes.

Key concept: Cultural perceptions

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. | History CI 5.2Students analyse the traditional connections that Aboriginal and Torres Strait islanders have with the land. | Core CI 6.2 Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue. | History CI 6.2Students analyse a country’s response to internal dissent in the form of civil rights movements and political movements. |
| Students know:Cultural perceptions | impacts of particular perceptions of cultural groups held by a community* impacts at the time and in the longer term
* impacts in the form of discrimination in employment, manner of social interactions, violence and abuse, economic disadvantage e.g. business and employment structures that favour certain groups
* stereotyped perceptions e.g. wise or boring old people, 'bushies and city slickers’, lazy teenagers or young adults at different times and how they could have been responded to in those times
* impacts of perceptions developed over generations in the form of health and life expectancies e.g. Aboriginal drug dependencies, deaths in custody, eating disorders
 | traditional connections with the land* spiritual, e.g. sacred sites, dreamtime stories, paintings
* varying concepts of ownership of land
* ways of establishing traditional connections - as described in Wik and Mabo cases
* principal points of the Wik and Mabo decisions
 | perceptions of cultures associated with a current issue* ways behaviours of different groups are currently being perceived is identified by comparing current and past perceptions
* cultures could include 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 culture e.g. issue of lawlessness; Indonesia culture e.g. issue of poverty
 | types of civil rights and political movements over time* Athens 6th to 5th century BCE
* English, American, French, Russian Revolutions
* Gandhi - passive resistance
* Fiji coups and responses of various groups
* anti-nuclear movements
* anti-Vietnam War movements in USA and Australia
* Indonesia
* Apartheid
* American Civil rights movements in the sixties
* types e.g. passive resistance, sit-ins, street marches
 |
| Students can:Create | devise practical and informed strategies * strategies based on historical examples that can be sustained over time
* practical and informed e.g.
* in a 'real world' setting an issue connected with a community’s perceptions of cultural groups
* informed by awareness of earlier strategies that have been tried
* practical in that it is based on estimated probability of success and probability is decided after examining earlier strategies e.g. anti-racism campaigns, celebrations of multiculturalism, information campaigns that challenged stereotypes and discriminatory practices
 | analyse traditional connections* identify similarities and differences in connections in different places
* use written, visual, oral evidence to support or refute secondary source material
* compare and contrast differences and similarities in concepts of land ownership among selected Aboriginal and Torres Strait Islander societies
 | develop a proposal to promote a socially just response* a response that has the potential to have long term impact will be based on understandings of previous attempts to respond in this way so the development should involve some research into historical precedents
* a proposal could relate to consumer or political behaviours, local, national or world-wide organisations, e.g. Free the Children, and could be modelled on earlier campaigns
* identify the most effective modes of communication used in the past e.g. internet campaigns, street theatre, public addresses to local groups including a school assembly or community group evocative written and visual newspaper reports
 | Analyse a country’s response to internal dissent * identify motives, methods, ethics and compare them with key values
* discern similarities and differences in reasons for dissent and methods of dissenting
 |

###### Culture and Identity

Key concept: Belonging

Elaborations of core learning outcomes using an historical perspective and history 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 5.3Students share their sense of belonging to a group to analyse cultural aspects that construct their identities. | History CI 5.3Students evaluate how, over time, material and non-material aspects of one culture may have derived from other cultural groups. | Core CI 6.3Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong. | History CI 6.3Students locate and debate Asian and Pacific examples of societies that have rejected, are rejecting or are moderating the homogenising effects of globalisation on cultures. |
| 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, psychological, social

cultural aspects that construct identities* aspects will be derived from the past, sometimes the distant past e.g. in relation to preferred clothing or food, language, attitudes, beliefs, sporting loyalties
 | what constitutes aspects of culture* myths, legends, spiritual beliefs
* customs, traditions
* expressions of culture - dance, song, literature, film
* food
* language
* social groupings based on family and kinship structures
 | effects of globalisation on cultural groups which may be celebrated* effects may have occurred at various points in history e.g. age of European discovery, imperialism, creation of United Nations
* celebrated in terms of long or short term effects e.g. ease of communication and transportation, more abundant, cheaper consumer goods, establishment of international organisations and subsequent treaties and agreements e.g. Declaration of Human Rights, fair trading agreements, care of the natural environment

effects of globalisation on cultural groups which may be moderated* effects may have occurred at various points in history e.g. by indigenous groups in the age of European discovery, during twentieth century imperialism, or in the post-colonial era
* historical case studies can be used to identify effects that should have been moderated e.g. loss of jobs, culture and national identity, loss or dilution of language, economic disadvantage
* historical case studies can be used to identify effects that were moderated e.g. adaptation of Christianity to existing religious beliefs in South America and Africa,
 | terms:* Globalisation, imperialism, neo-imperialism, cultural imperialism, Third World debt, multi-nationals, deforestation

examples:* Papua New Guinea, e.g. Abelam and adaptations of western culture from art and clothing to religion
* Land rights struggles in Banaba, Solomon Island, Bougainville
* 19th Century China
* Tokugawa Japan, Meiji Japan
* Taliban Afghanistan,
* Iran since 1978
* ‘Four Modernisations’ in China
 |
| 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, discuss sense of belonging
* discuss commonalities of group membership e.g. material and non-material aspects
* conduct an analysis based on discussions of senses of belonging
 | evaluate * choose three popular Australian activities e.g. sport, cinema, dress, school organisation, dining out
* investigate the origins of these activities by researching, using library/internet resources
* develop a survey to determine modern attitudes to the selected activities
* interview a range of people to discover attitudes, opinions
* make judgments about changes over time in the selected topics
* prepare and present a structured report in written or oral format, with visual support
 | 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
 | locate and debate* Research to locate and take notes to determine the main points of the issue
* In preparing for the debate - organise coherent arguments, devise responses to counter the opposition’s points, summarise
* Develop a proposition for debate
* Prepare arguments for and against the proposition
* Present the arguments using formal debating procedures
* Present the arguments with a panel, inviting audience response
 |

###### Culture and Identity

Key concept: Cultural change

Elaborations of core learning outcomes using an historical perspective and history 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. | History CI 5.4Students identify and debate the extent to which the mass media, fashions or fast foods have had an homogenizing effect on cultures around the world. | Core CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups. |  |
| 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* short, medium and long term changes can be assessed e.g. income loss or gain, sense of identity, security, educational levels
* intentional and non-intentional changes
* assessments of government. campaigns to change attitudes e.g. to gender identities, smoking, or health provide useful historical case studies
 | homogenising effect* making all cultures of the world seem the same
* globalisation, sub-culture, cultural imperialism, youth culture, Coca Cola imperialism
 | cultural groups* eighteenth century rural workers and small freeholders in Britain, impacted upon by land enclosures
* elderly and unemployed impacted upon by introduction of aged pensions and unemployment benefits in Australia
* elderly impacted upon by arrival of Confucian policies in ancient China
* Aborigines and Torres Strait Islanders in Australia -'protection' acts
* ethnic groups e.g. Papuans impacted upon by Javanese trans-migration policies
* residents in lower income areas and impacts of building regulations e.g. building of South Bank in Brisbane

government legislation or policies* laws or policies at different times and places, e.g. over land ownership, taxation, suffrage, military conscription, social security, immigration, media and censorship
* specific Acts e.g. Sex Discrimination Act -Australia 1984; Native Title Act - Australia- 1993; Disability Discrimination Act - Australia- 1992

cultural change* changes in incomes, health, life expectancies, family roles, status, sense of belonging, power, language, religion etc
 |  |
| 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 long term impact of a visionary regarding government and cultural change e.g. Abraham Lincoln, Catherine Spence, a nineteenth century suffragette, Senator Richard O'Connor (Aust), Prime Minister Gough Whitlam
 | identify and debate* collect written and visual information on selected aspects of mass culture in several countries, e.g. styles of clothing, tv programmes, cinema, magazines, websites
* discern similarities and differences in the selection

debate* develop a proposition for debate
* prepare arguments for and against the proposition
* present the arguments, using formal debating procedures
 | 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 of female suffrage in Australia, Equal pay for equal work, the Anti-Discrimination Act (Qld) 1991 etc to the groups mentioned in the legislation or policy
* role play unintended consequences e.g. radicalisation of youth in USA/Australia resulting in part from military conscription in 1960s
 |  |

###### Culture and Identity

Key concept: Construction of identities

Elaborations of core learning outcomes using an historical perspective and history 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 5.5Students express how dominant and marginalised identities are constructed by media and other influences. |  | Core CI 6.5Students 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, peers, education, religion, public rallies, natural environments, ethnicity, socioeconomic circumstance

dominant and marginalised identities* groups that are silent and absent from representations e.g. the builders of the pyramids as compared to the Pharaohs of ancient Egypt, children and old people on the First Fleet to Australia, Aborigines Torres Strait Islanders, migrant women in history texts prior to about the 1970s
* people with disabilities at various times and places in history
* language and terminology that promote/represent difference
 |  | social construction of gender in different cultures and socioeconomic circumstances* roles, responsibilities and status of women, men, girls and boys at different times in different cultural groups e.g. women in an Aboriginal culture, men in an Asian culture, girls in an Pacific Islander culture,
* power relationships evident in constructions over time of masculinity and femininity e.g. Renaissance art and dominance of male constructs

effects of social construction of gender on adolescent identities* effects at different times e.g. on behaviour patterns, wages, working conditions, sporting achievements
* extent to which adolescent cultures at different times and in different cultures reflect adult culture
 |  |
| Students can:Reflect | express how dominant and marginalised identities are constructed* identify the manner in which identities are constructed e.g. scan past and present advertising materials, conduct comparisons of news reportage, interview people of different ages from a range of backgrounds
* 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 designed to reveal the ‘hidden face of Australia’ to other young people
 |  | 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
* replay past and present TV depictions of adolescent gender roles, examining each from the perspective of the other and from the present
* compare media images of adolescent gender roles in a time period with real life descriptions
* analyse historical sources depicting power distribution between genders and the likelihood that individual identities were effected
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