# Studies of Society and Environment

# Years 1 to 10
# Sourcebook Guidelines

*Cover photographs*

Legislative Assembly of Queensland; Education, Training and Protocol Services; Parliament House, Brisbane.

Boiling down prickly pear, Ma Ma Creek, Queensland, 1927, negative number 137093, John Oxley Library, Brisbane.

Multi-age students using multimedia for a Studies of Society and Environment investigation; Teacher aide and student, Thursday Island; Primary students investigating a built environment; Student involved in a special education program; Uluru; © The State of Queensland (The Office of the Queensland School Curriculum Council) 2000.

Tropical North Queensland, Tourism Queensland, Brisbane.

Thursday Island, 1945-10-29. A squad of the Torres Strait Light Infantry Battalion training in their company lines, Australian War Memorial negative number 119169, by permission of the Australian War Memorial.

**These sourcebook guidelines should be read in conjunction with the following Queensland School Curriculum Council materials:**
***Years 1 to 10 Studies of Society and Environment Syllabus***
***Studies of Society and Environment Initial In-service Materials***
***Years 1 to 10 Studies of Society and Environment Sourcebook Modules***

# Contents

# Introduction

The *Studies of Society and Environment Years 1 to 10 Sourcebook Guidelines* have been developed to assist teachers to implement the Queensland *Years 1 to 10 Studies of Society and Environment Syllabus*.

The sourcebook consists of guidelines and a set of modules to support learning and teaching across all levels from Years 1 to 10. All materials are available in electronic and print form.

The sourcebook guidelines provide information about:
- the nature of the Studies of Society and Environment key learning area
- learners and learning in Studies of Society and Environment
- the scope and sequence of learning outcomes
- planning for learning and assessment
- curriculum evaluation.

The sourcebook guidelines are intended to be used in conjunction with the syllabus, sourcebook modules and initial in-service materials.
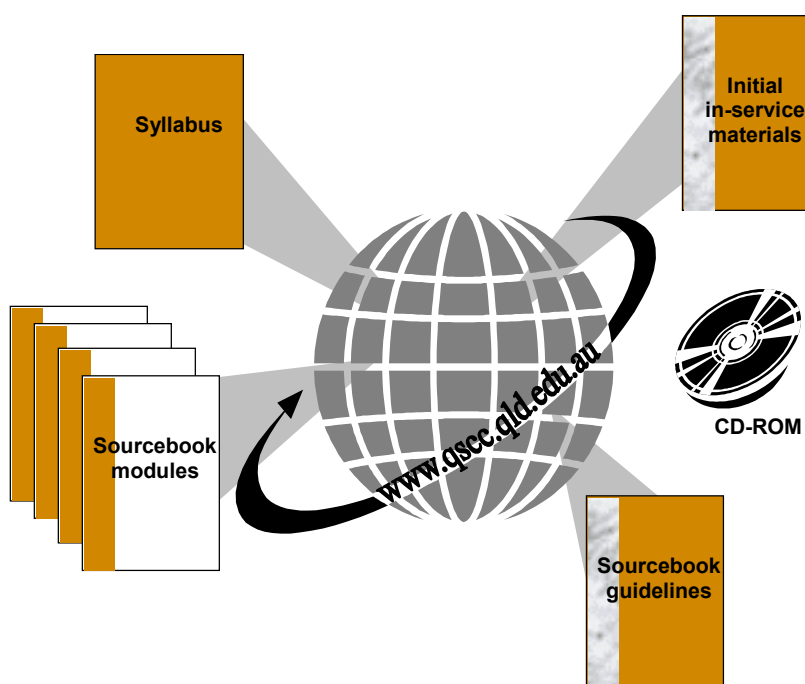


**Queensland School Curriculum Council's Years 1 to 10 Studies of Society and Environment curriculum materials (www.qscc.qld.edu.au)**

The **syllabus** describes the rationale of the key learning area and its contribution to the Years 1 to 10 curriculum. It provides a framework for planning learning and assessment by identifying core and discretionary learning outcomes that describe what students are expected to know and do with what they know in relation to the Studies of Society and Environment key learning area.

The **sourcebook modules** provide teachers with a range of learning and teaching ideas to assist students to demonstrate core learning outcomes. The modules focus on core learning outcomes from the four strands of Studies of

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Society and Environment and, in some modules, learning outcomes from other key learning areas.

While the full set of Studies of Society and Environment modules addresses all the core learning outcomes of the key learning area, the modules do not cover all the situations and contexts that students could encounter. Each module demonstrates one way of planning and assessing learning outcomes in a given context. Teachers are encouraged to modify modules to meet the specific needs and interests of particular students, their own needs and the learning environment.

The **initial in-service materials** will assist teachers to develop an understanding of the P to 10 curriculum and the particular key learning area. They will also help them to develop curriculum programs consistent with the syllabus and effective teaching practice. The initial in-service materials will assist teachers to develop an understanding of the Studies of Society and Environment key learning area by:
- allowing them to investigate areas of interest in relation to the syllabus and associated curriculum materials
- providing templates, resources and strategies for planning and assessment at individual, class and school levels
- exemplifying planning for learning and assessment
- providing learning experiences that will help them to understand the syllabus and associated curriculum materials and suggesting ways they can be adapted to local needs and resources
- providing them with opportunities to consider their ideas and understandings about Studies of Society and Environment.

The **Studies of Society and Environment key learning area** takes into account:
- *A Statement on Studies of Society and Environment for Australian Schools*, Curriculum Corporation 1994
- *Common and Agreed National Goals for Schooling in Australia* (revised version 1999)
- *Discovering Democracy*, Commonwealth of Australia 1998
- *National Principles and Guidelines for Aboriginal Studies and Torres Strait Islander Studies: K–12*, Curriculum Corporation 1995
- *P–12 Environmental Education Curriculum Guide*, Queensland Department of Education 1993
- *Pre-school Curriculum Guidelines*, Queensland School Curriculum Council 1998
- *Shaping the Future*, Queensland Department of Education 1994
- *Studies of Society and Environment — a Curriculum Profile for Australian Schools*, Curriculum Corporation 1994
- *The Teaching of Aboriginal Studies and Torres Strait Islander Studies in Queensland Schools: Draft Pre-school to Year 12 Guidelines and Framework*, Queensland Department of Education 1995
- *The Treasure Within: Education in the Twenty-first Century* (Delors' Report), United Nations 1996
- *Today Shapes Tomorrow: Environmental Education for a Sustainable Future: Discussion Paper*, Environment Australia 1997.

# Nature of the key learning area

The Years 1 to 10 Studies of Society and Environment key learning area centres on human fascination with the way people interact with each other and with environments. The values, processes and concepts of Studies of Society and Environment are drawn from a range of disciplines and fields of study, including those shown in the following diagram.

enterprise studies

global studies

sociology

history

law studies

geography

ethics

**Studies of Society and Environment**

anthropology

environmental studies

peace studies

economics

political studies

futures studies

civics and citizenship

Aboriginal and Torres Strait Islander studies
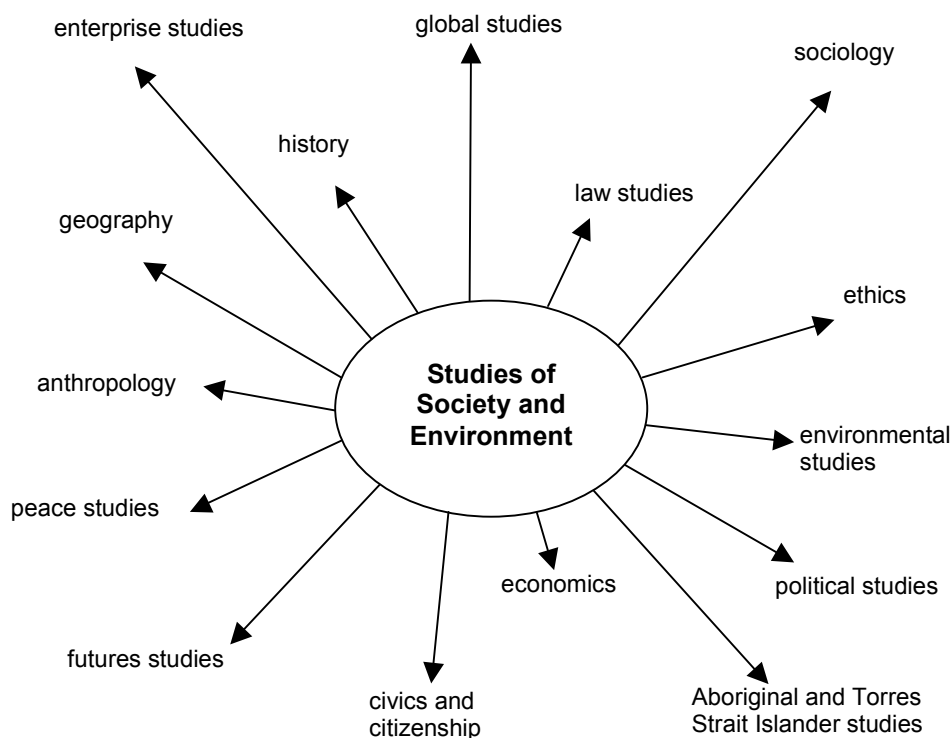
**Disciplines and fields of study from which Studies of Society and Environment concepts are drawn**

## Key values of Studies of Society and Environment

The key values of Studies of Society and Environment are:
- democratic process
- social justice
- ecological and environmental sustainability
- peace.

These values are crucial to social and environmental inquiry and may also become the topics of inquiry. These values function as:
- concepts to be studied and critiqued
- guides for the selection of topics
- evaluative criteria during investigations
- components of learning outcomes.

Students study how values have been and can be used, defined and debated, both in abstract terms and in real contexts in a range of places, past and present. These values are not 'taught'. Rather, students are encouraged to think about the definitions of these values and to discuss the pros and cons of these definitions when applied to real-life and abstract contexts. Students are encouraged to develop an appreciation of the different perspectives people have on values and value issues and how cultural and other differences can influence these perspectives. They are also encouraged to develop an understanding of how certain value issues have been perennial concerns for people across cultures, space and time and will continue to be important issues in their own futures.

## Democratic process

The key value of democratic process is based on a belief in the integrity and rights of all people. It promotes the ideals of equal participation and access for all individuals and groups.

In the Western, British tradition, understanding and applying the value of democratic process often leads, for example, to community involvement, active citizenship, a willingness to negotiate with others and respect the rights of others and a commitment to free, open and inclusive ways of making decisions. Exploring this value assists students to develop an understanding and acceptance of their responsibilities and obligations, including respect for others, a willingness to participate in decision making, a commitment to act ethically on the basis of reason and an acceptance of majority/consensus decisions. Older students may explore the tensions that exist between these responsibilities. These values also involve the role-modelling of democratic processes.

Exploring the value of democratic process involves understanding, reflecting on and perhaps applying concepts such as:

- constitutional government
- equal rights
- equality before the law
- freedom of conscience
- freedom of movement
- freedom of speech
- individual freedom
- minority rights
- participatory democracy
- political choice
- representative democracy
- right to vote
- social obligation
- social responsibility
- tolerance.

## Social justice

The key value of social justice is important in maintaining a just society. It is based on a belief that all people share a common humanity and therefore have a right to equitable treatment and a fair allocation of community resources. The syllabus says that the key value of social justice 'seeks to challenge the inequalities inherent in social institutions and structures and to deconstruct dominant views of society'. This means that as students develop, test and apply their understandings of social justice they will first learn to identify inequalities and views that are dominant within society. Students will then learn to deconstruct or analyse those dominant views. For example, when students are studying the Federation era in Australia, they could use parliamentary speeches and other primary sources to identify the dominant attitudes at that time towards particular groups in society and how these views affected these groups over time.

A diverse range of ideas about justice exist across different cultures; some place more emphasis on the individual, while others place more emphasis on the group or community. Because of the multicultural nature of Australian society, this diversity is extremely significant and requires careful consideration.

In Studies of Society and Environment, students explore and debate the ways in which social justice can be defined and practised in various communities, cultures and societies. This will involve understanding, reflecting on and perhaps applying concepts such as:

- anti-racism
- anti-sexism
- contractual obligations
- cultural sustainability
- disadvantage
- discrimination
- equity and equality
- fair wage
- fairness to others
- hierarchy
- human welfare
- respect for diversity
- social cohesion
- social rights
- social wellbeing.

## Ecological and economic sustainability

The key value of ecological and economic sustainability examines the interrelationship between ecological systems and economies. It acknowledges the integrity of natural environments and their importance as the basic sources of life support and promotes the wise, equitable and sustainable use of resources.

Ecological and economic sustainability recognises that ecological and economic systems are interdependent. Economic systems are sustainable when they cater for human needs and maintain the integrity of natural environments.

Ecological and economic sustainability involves acting ethically towards the environment by establishing and maintaining social, political and economic structures that are focused on finding quality of life in a world of limits. This value applies to how we inhabit the Earth and treat all forms of life, how we manage resources and how we produce, distribute and consume goods and services.

Exploring the value of ecological and economic sustainability involves understanding, reflecting on and perhaps applying concepts such as:

- biological diversity
- capital
- conservation
- creativity
- ecological integrity
- economic growth
- economic resources
- efficiency
- enterprise
- heritage
- initiative
- intergenerational equity
- marketability
- price
- productivity
- scarcity
- standard of living
- stewardship
- sustainability
- wilderness values.

## Peace

The value of peace is based on the promotion of positive relations with others and with the environment. This implies the need to maintain and develop hope, optimism, a sense of belonging to local, national and global communities, cooperative and peaceful relations with others and a sense of a shared destiny and custody of the Earth.

Peace applies to how we relate to other people and to environments, how we regard the spiritual dimension of life and how we envision desirable futures. Exploring the value of peace involves understanding, reflecting on and perhaps applying concepts such as:

- anti-discrimination
- anti-racism
- anti-sexism
- care for self and others
- consensus
- cooperation
- empathy
- honesty
- hope
- interdependence
- moral integrity
- non-violence
- optimism
- peace
- respect for life
- respect for self and others
- safety and security
- sensitivity
- tolerance
- trust.

## Processes of social and environmental inquiry

The processes of social and environmental inquiry in Studies of Society and Environment derive from the disciplines and fields of study that inform the strands in which the outcomes are organised. These disciplines and fields of study each apply traditions of inquiry — gathering, representing and analysing information. These traditions underpin the processes of Studies of Society and Environment. Inquiry is a key means by which students learn to participate in social life as active and informed citizens and gain an understanding of their society and environments. As a result, inquiry processes are an integral, not an additional, dimension of Studies of Society and Environment.

There is no single inquiry model in Studies of Society and Environment. Rather, a range of inquiry models is promoted, including social investigation strategy, action research, historical inquiry and integrating socially. These models involve:

- formulating and examining questions, hypotheses and issues relevant to students' lives
- selecting and developing methods of investigation
- interpreting, analysing and evaluating information and issues
- selecting and formulating forms of presentation and communication
- planning a response or action
- phased, recursive, reflective investigations that rely heavily on evidence.

Inquiry-based learning in Studies of Society and Environment stresses the active role of students in terms of effective learning. The teacher's role includes motivating students and raising their awareness of complexities, alternative perspectives and other options for action and information. Teachers also assist students to understand how and when to apply knowledges.

Inquiry involves using a range of primary and secondary sources. Students will examine information in written, verbal, statistical, pictorial, graphic, visual and electronic forms. They will also analyse cultural artefacts of various sorts and engage in observations of and interviews with people.

The five key processes of the Studies of Society and Environment key learning area — investigating, creating, participating, communicating and reflecting — provide the basis for inquiries. These processes as they relate to the core learning outcomes are detailed in the syllabus.

These five key processes are derived from various disciplines and studies and relate to those in Board of Senior Secondary School Studies social science subjects in the senior secondary school.

## Concepts of Studies of Society and Environment

The concepts of the *Years 1 to 10 Studies of Society and Environment Syllabus* are drawn from a range of disciplines and fields of study and organised into four conceptual strands. Five key concepts underpin each strand and are the organisers for the core learning outcomes:

*Time, Continuity and Change*
- evidence over time
- changes and continuities
- people and contributions
- causes and effects
- heritage

| *Place and Space* | • human–environment relationships |
| | • processes and environments |
| | • stewardship |
| | • spatial patterns |
| | • significance of place |

| *Culture and Identity* | • cultural diversity |
| | • cultural perceptions |
| | • belonging |
| | • cultural change |
| | • construction of identities |

| *Systems, Resources and Power* | • interactions between ecological and other systems |
| | • economy and business |
| | • participation and decision making |
| | • citizenship and government |
| | • access to power |

## Core content

The primary tools for planning learning and assessment activities are the core learning outcomes. The core content of the *Years 1 to 10 Studies of Society and Environment Syllabus* is derived directly from the core learning outcomes and is written in terms of the key concepts of the strands. The core content described in the syllabus contains examples of specific content. These examples are not mandatory.

Students will engage with the core content when they are provided with opportunities to demonstrate the core learning outcomes in the syllabus. The specific contexts or content used to engage students in these broad concepts will vary according to local context.

### Topic categories

Within core content, particular topic categories have been identified as having importance for Queensland students. These have been identified through state, national and international research. Referred to as core content topics, they are:
• Australia
• regions of the world, particularly the Asia-Pacific region
• Aboriginal cultures and Torres Strait Islander cultures
• civics and citizenship
• natural, social and built environments
• globalisation
• media
• relationships
• cultural diversity
• work
• gender.

The core content topics are included in all four strands of Studies of Society and Environment. To ensure that students engage with these topics at increasingly sophisticated levels, they are included in the core learning outcomes in each band of schooling. That is, each core content topic is developed in Levels 1 or 2, Level 3, Level 4, and Levels 5 or 6. They may appear in different strands at different levels and may be linked. For example, media is linked with globalisation in learning outcome TCC 3.1 and with gender in learning outcome CI 4.3.

Education about work forms a significant part of Studies of Society and Environment. The processes, concepts and dispositions associated with work education in the Queensland School Curriculum Council's position paper on work education have been incorporated into the syllabus and sourcebook modules. National initiatives on enterprise education have also been incorporated in the syllabus and support materials.

The development of the Federal Government's *Discovering Democracy School Materials Project* on civics and citizenship education corresponded with that of the *Years 1 to 10 Studies of Society and Environment Syllabus*, ensuring a compatibility between those materials and the levelness and nature of concepts in the learning outcomes.

# Contribution of the key learning area to lifelong learning

The Queensland school curriculum is designed to assist students to become lifelong learners. The overall learning outcomes of the curriculum contain elements common to all key learning areas and collectively describe the valued attributes of a lifelong learner.

A lifelong learner is described as:
- a knowledgeable person with deep understanding
- a complex thinker
- a creative person
- an active investigator
- an effective communicator
- a participant in an interdependent world
- a reflective and self-directed learner.

The processes of Studies of Society and Environment offer particular support in promoting the attributes of a lifelong learner.

# Cross-curricular priorities

The Studies of Society and Environment key learning area incorporates the cross-curricular priorities of literacy, numeracy, 'lifeskills' and a futures perspective.

## Literacy

Literacy involves the ability to comprehend and compose spoken, written and visual texts that are commonly used by individuals and groups to participate critically and effectively in a wide range of life roles.

Studies of Society and Environment contributes to the development of student literacy throughout the compulsory years of schooling. Communicating is one of the processes emphasised in the key learning area. Students are involved in strategies to comprehend the meaning of words, symbols, pictures, diagrams, maps and other genre. By the end of Year 10, they will have investigated a range of media from different times and places and be accustomed to comprehending and composing in unfamiliar contexts. Studies of Society and Environment assists students to become culturally sensitive and capable of effective cross-cultural communication, primarily in Australian English. Students are encouraged to debate, persuade and explain in a variety of genre, including the artistic and technological. Students use models to demonstrate their interpretations of the major conceptual schema of Studies of Society and Environment. In their evaluations of qualitative and quantitative data they develop and demonstrate linguistic as well as basic numeracy skills.

**Critical literacy** plays an important role in the learning experiences of Studies of Society and Environment. Critical literacy involves an awareness of aspects in texts such as stereotyping, cultural bias, author's intention, hidden agendas and silent voices. It also involves an understanding of where the reader, viewer or user is positioned and who may have been marginalised by the creator of the text. Students as consumers of written, visual and interactive texts are encouraged to be aware that texts are constructed by people who have purposes for creating them and to make particular choices when doing so. As well as helping students to comprehend texts at a deeper level, critical literacy skills also assist students in the construction and reconstruction of their own texts. Students are encouraged to become critical consumers of texts, to view them from a variety of perspectives and to interpret the various levels of meaning.

A **multiliteracies** approach is a broad view of literacy. What we view as 'language' and how we 'use' it have undergone significant transformations in recent years. Local communities are becoming increasingly diverse in their linguistic, cultural and lifestyle characteristics, while larger societies and nations are being interconnected through economic globalisation which is made possible by advanced telecommunications technology. Linguistic, gestural, spatial, numerical, audio and visual modes have joined reading, writing and speaking as key systems of meaning-making which all play a part in Studies of Society and Environment, often in increasingly complex combinations. A multiliteracies approach in Studies of Society and Environment promotes access to and engagement in the evolving language of work, power and the community and will help to develop students' ability to design effective social futures.

**Civic literacy** plays an important role in the learning experiences of Studies of Society and Environment, by developing key concepts and processes that are related to the enactment of democracy and access to power. Civic literacy involves understanding a variety of perspectives on key democratic issues and knowing how to investigate current issues and develop creative and critical participation in community problem solving and decision making. Exercising civic rights and responsibilities is therefore a practical expression of important social values and requires specific personal, interpersonal and advocacy skills.

## Numeracy

The promotion of **numeracy skills** within Studies of Society and Environment allows learners to solve problems related to their social, built and natural environments. The key learning area provides opportunities for students to:

- solve problems by collecting, organising and interpreting data
- collect data during project work (such as completing tables) and fieldwork (such as using compasses, clinometers, scattergrams and data proformas)
- organise, interpret and present data (using timelines, sequences, tables, databases, spreadsheets, graphs, maps and flow charts)
- find patterns and make inferences from numerical data such as temperature, resource distribution, population and demographic statistics and other information similar to that available from Australian Bureau of Statistics sources and maps
- translate data from one representation to another in order to display information and support points of view in a number of dimensional forms (such as diagrammatic representations, scale models, multimedia displays)
- use, interpret and construct alphanumeric and longitudinal/latitudinal grids to describe locations and to engage in mapping activities using scale, ratio and compass reference points
- critique statistical data for bias, reliability, accuracy, completeness and representativeness
- understand and use numerical reference systems used in libraries (such as the Dewey System) to locate and access materials.

## Lifeskills

'Lifeskills' refers to a range of:

- personal development skills
- social skills
- self-management skills
- citizenship skills.

Studies of Society and Environment promotes lifeskills in a number of ways, particularly through the processes of investigating, creating, participating, communicating and reflecting. Studies of Society and Environment core content topics such as work, relationships, cultural diversity and civics and citizenship provide specific opportunities for students to develop lifeskills.

Lifeskills is a complex mixture of skills, knowledge, values and dispositions that will enable students to function in, critique and improve the world in which they live. In terms of the Studies of Society and Environment key learning area, lifeskills are promoted as students are involved in:

*Growing and developing as an individual, including:*

- becoming increasingly aware of personal growth and development
- using opportunities and personal abilities to exercise some influence over the direction and outcome of personal growth and development
- assuming increasing responsibility for personal growth and development bearing in mind that membership of various groups will present certain advantages and constraints.

*Living with and relating to other people, including:*

- living with and relating to people in a variety of family, social and cultural contexts
- displaying imaginative, creative, responsible and practical expressions of caring, sympathetic and empathetic relationships with other people
- expressing and managing a range of different emotions
- identifying, critically reflecting on and managing different ways of living and working in a multicultural and ever-changing society
- acting ethically by recognising and respecting the rights, needs and viewpoints of others
- working cooperatively with others and developing positive or pacifist strategies for cooperation and conflict resolution
- identifying, critically reflecting on and managing ways in which culture, race, gender, economic status and other factors help shape community values, standards of behaviour, work and welfare practices and policies
- developing confidence in relating to people in authority and power in various contexts and relating to disempowered people.

*Managing resources, including:*

- using time and abilities for personal enrichment and the benefit of the communities in which one lives
- developing an awareness of and respect for personal strengths and weaknesses
- addressing conservation issues and using natural resources wisely
- advocating for positive change as a result of identifying and challenging differential access and ability to benefit from available resources
- managing personal, family and/or community finances
- knowing how to seek and create both paid and unpaid work.

*Receiving from and contributing to local, state, national and global communities, including:*
- acquiring an increasing capacity to access, critique and shape the natural, social, economic, political, civic and spiritual resources within communities
- receiving positive and enriching experiences from communities of which they are a part
- contributing to the maintenance, renewal and/or change of the local, state, national and global communities of which they are a part.

## Futures perspective

In dealing with the consequences of rapid change on environments and societies in recent decades, an attitude of optimism needs to be encouraged. Students need to develop an ability to envisage preferred social and environmental futures and to feel a sense of empowerment in shaping these futures. To achieve this, Studies of Society and Environment promotes a learning environment in which teachers are facilitators and students become increasingly responsible for decisions and operations.

For students, a 'futures perspective' involves developing and demonstrating practices and dispositions with a specific sense of possible alternatives and acting with a specific sense of a preferred future. A 'futures perspective', as incorporated in Studies of Society and Environment, is an approach to learning with an explicit view to exploring alternatives to current paradigms and ways of thinking. This is an alternative approach to preparing students for a future which may be uncertain, or allowing students to drift passively into a period of rapid change.

In education, futures studies is seen as the forward-looking equivalent of history. Many of the criteria applied to history — for example, coherence, compatibility with evidence and internal consistency of arguments — apply to futures. Those skilled in time studies will make excellent futurists.

Students of Studies of Society and Environment will engage in activities that develop the ability to:
- apply foresight
- appreciate consequences
- envision alternatives
- make informed choices
- take responsible action.

# Learners and learning in Studies of Society and Environment

The Studies of Society and Environment key learning area involves social and environmental inquiry during which students learn in, through and about social and environmental contexts. When planning learning experiences and assessment opportunities, teachers should consider the varying cultural, social, geographic, ethnic and linguistic backgrounds of their students. Students may communicate in various ways to demonstrate their knowledge and understandings of learning in Studies of Society and Environment.

## Characteristics of learners

The general physical, emotional and intellectual characteristics described below are included to enhance understanding of learners at the different bands of schooling and to provide the framework for the developmental sequence of learning outcomes.

Teachers need to consider that individuals develop at different rates and that this may influence how they learn in relation to the Studies of Society and Environment key learning area.

### Early primary students

These students have a natural enthusiasm for learning, curiosity and a sense of wonder. They are interested in investigating their world and are confident of their abilities. They have a strong interest in their families and communities and in developing friendships. Students are generally individualistic and egocentric, although they gradually become more eager to please and care for others. They have an intense interest in self-chosen tasks where they can explore ideas in purposeful contexts. They tend to use themselves and their familiar environments as a point of reference when trying to understand their world. Play is an important vehicle for learning, although they are also interested in exploring symbolisation processes. Although they depend on adults for guidance and support, they are starting to work and play in small groups and are beginning to develop some of the skills required for such situations. They demonstrate an emerging sense of right and wrong, good and bad and negative and positive consequences.

### Middle primary students

These students are taking tentative steps towards operating in a world of adults and peers with less scaffolding than has been provided by familiar and school structures during their earlier years. They can relate to wider social and environmental contexts and work cooperatively with peers to make simple responsible decisions. They can respond to several variables, but may be unable to perceive a relationship between them. Learning is still occurring predominantly by direct experience, with thinking processes dependent upon sensory input. There is a gradual increase in attention span and intellectual curiosity. Students are starting to become less egocentric, to see other perspectives and to express empathy in situations to which they can relate. Students have developed a respect for other people's belongings and have a grasp of the rules within their immediate environment. They can identify their own weaknesses and strengths in different contexts.

### Upper primary students

These students will be encountering the physical and emotional challenges brought on by puberty. Growth rates start to differ between boys and girls. Students are beginning to solve problems by thinking rather than doing and can engage in increasingly complex and challenging tasks. Peers and the media become increasingly influential, with peer-group acceptance being very important. Students are seeking increased independence and are gaining control over their emotions. Although they continue to want support and encouragement, they are beginning to question previously accepted control and rules and want to be involved in decision making. They can verbalise other people's perspectives and are more interested in culturally shared skills and information. Students have a strong sense of right and wrong and are increasingly interested in the outside world and social and environmental issues. They are able to negotiate learning based on self-reflection.

### Lower secondary students

These students are aware of their developing sexuality and growth as they move toward adulthood. They enjoy an increasing ability to deal with abstract concepts and challenges and can reason hypothetically. Students are able to see other people's points of view and are beginning to question rules imposed by authority figures. They find that family, school and peer groups often pull in different directions. They enjoy being with their peers and are often influenced by peer behaviours, but they are seeking greater independence. These tensions and physical changes often result in mood changes. They are beginning to realise that important life choices are looming and some have casual employment. They recognise the value of other people having rights and opinions and have a growing sense of moral awareness and beliefs about social justice. Many students at this stage begin to challenge social control and values. They are also aware of a wider range of strategies for learning and they are able to reflect upon their own learning with less guidance.

## Using a learner-centred approach

In the learner-centred approach to learning and teaching, learning is viewed as the active construction of meaning and teaching as the act of guiding and facilitating learning. This approach sees knowledge as ever-changing and deepening; built on prior experience and emerging perspectives and evidence; and underpinned by an understanding of learners' development, interests, needs, talents and cultural and social background.

Teachers are encouraged to make learning meaningful to students. This can be promoted by:
• encouraging students to be active constructors of meaning
• developing the processes of social and environmental inquiries
• emphasising the process of metacognition
• involving students in cooperative learning
• adopting inclusive curriculum practices.

### Active construction of meaning

A starting-point for the active construction of meaning is determining what students already know and can do. Students of Studies of Society and Environment bring to any learning experience knowledge, beliefs, values and attitudes that reflect their own experiences and their social and cultural backgrounds.

Teachers should acknowledge, value and accommodate these experiences and this prior knowledge when planning activities. This involves building on prior knowledge to assist students to understand that a range of values, beliefs and perspectives exist in society.

Teachers can nurture students' constructions of meaning by providing them with ongoing opportunities to apply the knowledge, skills and understandings they bring to new learning.

Some strategies that promote an active construction of meaning in Studies of Society and Environment include:
- providing developmentally appropriate activities
- bringing the community and its resources into the school and taking the classroom out into the community
- involving students in community texts, popular culture, excursions, community service, enterprise and environmental projects to provide them with a range of new experiences and alternative perspectives
- acknowledging young students' fascination with the unfamiliar and their exposure to the 'dissimilar' via telecommunications by assisting them to make meaningful connections to familiar times and places
- providing opportunities for students to reflect on their own or others' knowledge, values, attitudes or behaviours
- providing activities which have practical and real-life meaning and application for students, where students recognise that they are part of the society and environments that they are studying
- using inquiry approaches that support students' constructions of meaning
- providing opportunities for students to solve problems and make judgments in relation to information or contexts which are new to them.

## Social and environmental inquiries

The Studies of Society and Environment key learning area promotes social and environmental inquiry into topics of relevance to students and enables students to practise critical and creative thinking, problem solving and decision making in real-life and lifelike contexts. These problem-solving and decision-making techniques draw from various traditions of inquiry.

Social and environmental inquiry is reflective in that inquiries occur over a time period in phases that are known to the investigator; involve introspection and reconsideration of values, processes and concepts; and encourage student action and evaluation of consequences and outcomes.

Social and environmental inquiry offers students both a meaningful context for learning and meaningful content for learning. The key learning area focuses on relationships among people, how groups operate and how people can work together to promote social and environmental values. This has important implications for the way in which students learn about society and environment.

Some strategies that promote social and environmental inquiry include:
- modelling processes associated with the phases of inquiry — for example, framing questions and analysing evidence
- providing access to a range of human and material resources
- providing a supportive and challenging environment in which students can discuss controversial issues, come to different conclusions based on similar experiences and data, justify their own views and make up and change their minds on issues
- encouraging personal and collective action regarding issues of relevance
- exposing students to a range of perspectives about topics and issues.

Social and environmental inquiry assists students to deal with different perspectives, which in turn develops the valid and reliable knowledge that is required to make decisions and take action.

## Metacognition

Learning is a lifelong process. Students need to learn how to learn, to develop an awareness of their knowledge and thinking processes and to take control of this thinking. It is impossible for students to learn at school all they will need to know to effectively participate in social and environmental contexts. It is becoming increasingly important for students to gain skills that will allow them to cope with the inevitable changes they will face in knowledge, technology and the marketplace.

Reflection is an interrelated part of the learning process, occurring before, during and after the learning experience. This reflection activates students' metacognition. Reflection is one of the key processes highlighted in the learning outcomes of Studies of Society and Environment.

Some strategies that promote metacognition include teacher modelling of metacognitive strategies — for example, modelling how to frame questions by thinking aloud and encouraging students to think aloud by asking open-ended questions.

In Studies of Society and Environment, students might:
- be assisted to reflect on behaviour and attitudes — for example, providing a self-reflection sheet for cooperative behaviour or an attitude continuum
- identify, at any point, the stage of the process in which they are working and the effectiveness of their actions in terms of reaching the final goal
- plan and monitor their learning — for example, students should plan what they are going to do and be able to identify the stage they have reached in their plan
- reflect on what has been done and learned
- choose consciously — for example, prior to making a choice, students should explore the consequences of different options. After making a decision and taking action, students should see the link between the choice, the action and the results.

## Cooperative learning

Cooperative learning has long been recognised as a powerful learning and teaching strategy in social and environmental studies. Cooperative learning in Studies of Society and Environment is a valuable strategy for maximising students' learning from each other. It is also a means of practising effective participation in society by developing skills which assist students to participate effectively in their present social contexts as well as those of their future.

Cooperative learning supports the notion that each member of a group can succeed and that each member has something to offer. When students work cooperatively with peers, they can help each other understand information, help each other to achieve their goals and give each other ideas and encouragement. When students work cooperatively with parents, caregivers, teachers, peers and school and community members, they access the diverse knowledge and skills, including direct and vicarious experiences, of a range of social and cultural groups.

Some strategies that promote cooperative learning include:
- cultivating a learning environment which supports cooperative attitudes and collaborative practices
- providing opportunities for group problem solving, investigating and decision making

- scaffolding students' ability to work in groups of different sizes and membership characteristics
- promoting self-reflection on personal development of cooperative attitudes and practices
- encouraging peer assessment.

## Inclusive curriculum practices

An inclusive curriculum ensures that the learning process is accessible and meaningful to all students. This involves identifying and overcoming barriers that limit students' participation in, construction of meanings and benefits from schooling.

An inclusive curriculum also makes learning meaningful to students by including and valuing the diversity of perspectives and experiences that students bring to learning experiences. This diversity should be considered in terms of the interrelated and cumulative impacts of social, cultural, linguistic, geographic and economic circumstances as well as students' abilities, needs and interests.

Students from diverse cultural and linguistic backgrounds, including Indigenous students, bring valuable perspectives and experiences to the classroom. Contexts, content and language used to construct meaning need to be selected carefully when planning and implementing learning experiences in Studies of Society and Environment. Consideration and accommodation of particular cultural, religious and spiritual beliefs and practices must also occur. These can also be incorporated into the learning for all students.

Standard Australian English may not be the first or second language of some Aboriginal students, Torres Strait Islander students and students from diverse cultural backgrounds. Students for whom English is their second or subsequent language bring varied prior experiences to the classroom, some of which support and enhance their learning in Studies of Society and Environment and others that inhibit it. Teachers must recognise the significance of prior experiences and the ways in which first languages serve to construct a range of meanings when translated by students into Standard Australian English. Learning experiences must be designed accordingly.

Most students with disabilities will demonstrate progress through the levels at a rate similar to that of their peers. However, the nature of a student's disability may influence the way in which the student engages with and demonstrates particular learning outcomes. Consequently, it is possible that students will demonstrate learning outcomes at different levels in different strands. For further advice on the needs of students with disabilities and students with learning difficulties see Appendix 1.

Constructions of masculinities and femininities in various social and cultural groups, as well as society generally, influences student choices, attitudes, perspectives and participation in Studies of Society and Environment. Selection and balance of concepts, contexts, content, learning activities and assessment needs to accommodate and build upon the experiences, interests and learning styles of a diverse range of girls and boys if meaningful learning is to occur.

Some strategies that promote inclusive curriculum practices, by recognising and addressing the advantages and disadvantages experienced by some individuals and groups, include:
- providing learning environments which are supportive of students' involvement
- creating physical and social conditions which support the wellbeing of students and others while they are participating in learning experiences and demonstrating learning outcomes
- recognising and valuing prior learnings and experiences

- using real-life and lifelike learning experiences
- being sensitive to personal, spiritual, religious and cultural beliefs when dealing with issues in social and environmental activities
- providing technology to enable students to participate in learning activities
- establishing peer buddy systems that enable students to receive assistance from other students
- providing engaging experiences to ensure that students experience success
- taking into account the student, the class, the school and the wider community when planning, implementing and assessing learning
- encouraging consultation, interaction and cooperation between schools and the wider community to ensure that learning experiences are inclusive
- providing assessment procedures that take account of students' strengths and abilities
- providing opportunities for students to demonstrate learning outcomes in a variety of contexts and through a variety of methods.

# Equity in curriculum

The Studies of Society and Environment key learning area supports and promotes the principles of equity. Equity can be enhanced through curriculum that challenges inequities by:
- acknowledging and minimising unequal outcomes of schooling for different groups of students
- dealing with barriers to access, participation, active engagement, construction of knowledge and demonstration of outcomes
- using the knowledge, skills and experiences of all students as a basis for their learning and for enhancing the learning of others in the community
- developing understanding of, and respect for, diversity within and among groups
- making explicit the fact that knowledge is historically, socially and culturally constructed
- making the relationship between valued knowledge and power relations explicit
- identifying and promoting the capacity of Studies of Society and Environment to develop knowledge, practices and dispositions that challenge injustice and inequity and empower students.

Studies of Society and Environment learning experiences can promote students' knowledges, practices and dispositions regarding equity. Studies of Society and Environment uses the unique and diverse cultures, histories, languages and communities within Australian societies as a basis for learning about equity. This enables students to critically analyse organisations and power relations that have the potential to work for or against individuals, cultures or societies. This, in turn, empowers students to explore and challenge values based on misinformation or stereotypes.

Learning about equity issues through Studies of Society and Environment involves:
- developing the knowledges, practices and dispositions necessary to:
  - question disadvantage, its development and current existence in social structures
  - challenge rather than accept or simply know about social injustice
  - empower people to participate as equals

- encouraging tolerance of and sensitivity to individual difference
- ensuring that Studies of Society and Environment learning experiences encourage a climate of respect, valuing and understanding, both within and beyond the school community
- exploring contemporary social issues and critiquing and challenging narrow and stereotypic constructions
- exploring and critiquing the historical, social and cultural constructions of knowledges
- understanding how valued knowledge and power relations affect individuals, groups, communities and societies
- exploring differing values, morals, ethics and views on personal roles and relationships.

For further information about equity considerations in the development of curriculum refer to the Curriculum section of the Queensland School Curriculum Council website (www.qscc.qld.edu.au).

# Scope and sequence of learning outcomes

## Outcomes approach

An outcomes approach to education defines the end product of education in terms of what students know and are able to do with what they know. It is based on a belief that there are certain things that all students should learn and that these things, expressed as learning outcomes, should be made explicit to all concerned. This approach accepts that learning is progressive and that stages along a continuum leading to the desired outcome can be identified. It emphasises the provision of developmentally appropriate activities that give students opportunities to learn and to demonstrate this learning. This approach places a high importance on relevant, real-life, student-centred contexts, as well as on how and what students learn. These contexts are used to develop the knowledge, processes, skills and attitudes they need for now and for the future, as lifelong learners.

In an outcomes approach to education, the emphasis is on what students learn, rather than on what they have been taught. Progressive monitoring of students' demonstrations of outcomes is vital to ensure that curriculum programs can be individualised to meet the particular needs of students.

### Principles of an outcomes approach

The principles of an outcomes approach include:
- a clear focus on learning outcomes
- high expectations for all students
- a focus on development
- planning curriculum with students and outcomes in mind
- expanded opportunities to learn.

### Clear focus on learning outcomes

This involves:
- focusing on demonstrations of learning outcomes, rather than on the content being used in the activity
- students, teachers, parents, caregivers and members of the community knowing the outcomes that students are working towards
- students understanding the reasons for learning what they are learning.

### High expectations for all students

This involves:
- recognising that all students can succeed
- challenging students to achieve high standards by providing experiences that promote learning
- giving students time to produce work of a high standard
- establishing clear expectations of student performance, including criteria, and referring to these when monitoring the progress of student learning.

### Focus on development

This involves:
- a knowledge of students' progression along the outcomes continuum
- providing opportunities for self-assessment so that students can monitor their own progress
- a knowledge of the preferred learning styles of students
- the use of a wide range of strategies to cater for developmental differences and the prior knowledge and skills of students

- building comprehensive and cumulative developmental assessment using the techniques of observation, consultation, focused analysis and peer or self-assessment to monitor student progress and to facilitate further learning.

**Planning curriculum with students and outcomes in mind**

This involves:

- planning assessment at the same time as planning experiences that promote learning
- using assessment to inform future planning and to provide opportunities to learn
- planning activities for students that provide them with opportunities to progress and be assessed in their demonstration of outcomes
- valuing students' backgrounds, interests, prior understandings, experiences and learning styles and considering these when planning activities
- recognising the different ways and settings in which learning and assessment take place
- identifying and overcoming barriers that might limit students or groups of students in their demonstration of outcomes
- maintaining a learner-centred approach to learning and teaching.

**Expanded opportunities to learn**

This involves:

- giving students opportunities to progress and demonstrate learning outcomes in more than one context
- developing activities, units and programs that are sufficiently flexible to cater for the different characteristics and learning needs of students
- involving students in planning, assessment and evaluation processes.

# Learning outcomes

## Key learning area outcomes

The key learning area outcomes highlight the uniqueness of Studies of Society and Environment and its particular contribution to lifelong learning. During the compulsory years of schooling, students of Studies of Society and Environment engage in and reflect on social and environmental issues and experiences to develop a range of knowledge, skills, processes and attitudes. These key learning area outcomes are described in the Outcomes section of the *Years 1 to 10 Studies of Society and Environment Syllabus*.

## Organisation of learning outcomes

### Strands

The learning outcomes of the *Years 1 to 10 Studies of Society and Environment Syllabus* are organised into four strands: Time, Continuity and Change; Place and Space; Culture and Identity; and Systems, Resources and Power.

Within the strands, key concepts and key processes define and organise the scope and sequence of the outcomes across Levels 1 to 6. For example, the first sequence of outcomes in the strand 'Place and Space' is underpinned by the key concept of human–environment relationships and the key process of investigating. Each outcome sequence develops the key concept/key process combination in increasing sophistication, which can be seen in the 'Scope and sequence of core learning outcomes' in Appendix 2. This development is informed by understandings about learners and learning.

The concepts and processes drawn from the disciplines and fields of study that inform the Studies of Society and Environment syllabus are represented *across* the

four strands. For example, concepts associated with a natural environment may involve:

- Time, Continuity and Change — continuities in a place
- Place and Space — the elements and natural processes within that environment
- Culture and Identity — the value and relationship that particular groups have for and with an environment
- Systems, Resources and Power — the economic or political factors affecting that environment.

By the end of Year 10, students will be expected to demonstrate all of the core learning outcomes in all four strands. As Studies of Society and Environment topics typically do not draw from one strand alone, it is recommended that planning, assessing and reporting be organised using more flexible holistic approaches than strands.

The strands of the *Years 1 to 10 Studies of Society and Environment Syllabus* are similar to those of the national document *A Statement on Studies of Society and Environment for Australian Schools* (Curriculum Corporation 1994). Two of the strands, however, have been reorganised in response to consultation with the Queensland educational community: 'Resources' and 'Systems' have been combined to become 'Systems, Resources and Power' to highlight the interdependent nature of the associated concepts.

The processes of investigation, communication and participation that are explained in the national documents have been expanded to accord with the intended overall outcomes of the Curriculum for Years 1 to 10 and now include: investigating, creating, participating, communicating and reflecting. These five processes relate to the valued attributes of a lifelong learner identified in the Queensland School Curriculum Council's *P–10 Curriculum Framework*. The processes are embedded in the learning outcomes of the strands so that the learning outcomes define both what students know and what they are able to do with what they know.

### Levels

Six progressive levels define the sequence of learning outcomes in the syllabus. The level statements summarise the learning outcomes within that level. Learning outcomes for successive levels are conceptually linked to each other, forming a continuum rather than a number of discrete entities. The continuum is represented in the following diagram.
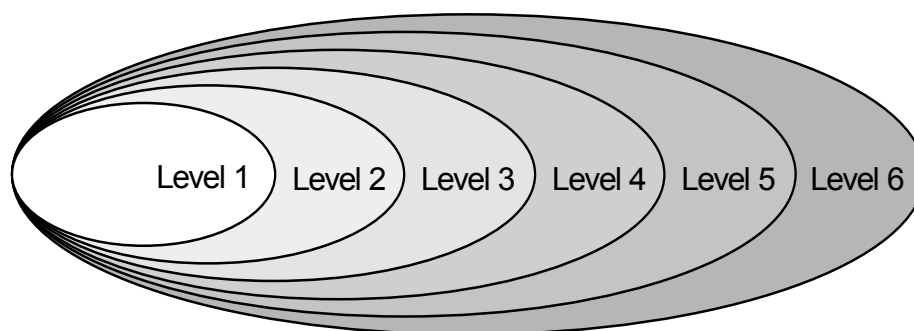


**Progression of conceptual development of outcomes**

Within the scope and sequence of the outcomes, there is a sense of progression from:

- novice to expert
- familiar cultural contexts to less familiar cultural contexts
- self to community
- concrete to abstract
- consideration of a single aspect to consideration of multiple aspects
- simple to complex concepts
- immediate time to far past or far future time
- immediate location or circumstance to distant location or circumstance
- supported to independent.

Although there is continuity and progression in learning outcomes across levels, each outcome is qualitatively different from the outcomes at the levels before and after. This sequencing through the levels assists teachers to plan activities that cater for students' abilities. The core learning outcomes within these levels represent the essential learnings for students during the compulsory years of schooling.

### Core learning outcomes

Core learning outcomes describe what students know and what they are able to do with what they know. They provide a framework for developing a rich and diverse range of activities that meet the needs, interests and developmental levels of students.

In the table 'Scope and sequence of core learning outcomes of Studies of Society and Environment' (Appendix 2), the left column identifies the key concept/key process combination. This combination organises and defines the levelled learning outcomes in each row. Within these learning outcomes, students develop and demonstrate two types of knowledge:

- *knowing about* facts, interpretations, perspectives and procedures and *knowing that* certain principles hold (declarative knowledge)
- *knowing how* to do something or how to use declarative knowledge (procedural knowledge).

The syllabus indicates that students can be expected to demonstrate core learning outcomes at particular year levels. For example, by the end of Year 5, students are typically demonstrating Level 3 core learning outcomes. As students will typically take one or two years to progress from an outcome at one level to the corresponding outcomes at the next level, time and opportunity should be available for students to demonstrate the learning outcomes.

### Discretionary learning outcomes

Discretionary learning outcomes describe what students know and can do with what they know beyond what is considered essential. They offer a guide to assist teachers to broaden the understandings of students who have already demonstrated the requirements of particular core learning outcomes. Alternatively, teachers may create their own discretionary learning outcomes. Additional learning outcomes may also be used from the optional subject syllabuses for Civics, Geography and History for Years 9 and 10 in the Studies of Society and Environment syllabus. Beyond Level 6, outcomes are discretionary.

### Optional syllabus learning outcomes

Studies of Society and Environment core learning outcomes are developed around concepts and processes that draw from a range of disciplines and fields of study. The outcomes in the optional subject syllabuses for Civics, Geography and History emphasise the concepts and processes of these specific disciplines by identifying core learning outcomes drawn from Levels 5 and 6 of the *Years 1 to 10 Studies of Society and Environment Syllabus* and providing additional learning outcomes particular to each optional subject syllabus.

**Foundation Level learning outcomes**

The syllabus provides level statements at Foundation Level that have been developed for students demonstrating a level of understanding before that of Level 1.

Teachers may use these to develop specific learning outcomes that are tailored to the individual needs of students with disabilities and related to their individualised curriculum programs.

Some examples of learning outcomes for Foundation Level are provided at the beginning of the elaborations of core learning outcomes. These examples can be modified or added to, to meet the specific needs of individual students.

# Sequence of core learning outcomes with elaborations

The elaborations are designed to assist teachers to understand the intent of the core learning outcomes. They indicate possible content and contexts through which students might demonstrate core learning outcomes.

## Elaborations and sample learning outcomes for Foundation Level

To assist teachers to understand the intent of the level statements for Foundation Level and develop learning outcomes, elaborations are provided in the Foundation Level tables. The tables also include sample learning outcomes that have been developed from the level statements for Foundation Level. These may be used or others may be created to meet the needs of individuals or groups.

The following diagram illustrates the layout of the elaborations for Foundation Level. It highlights the relationships between the Studies of Society and Environment key concepts and key processes of each strand; the elaborations from the level statements of Foundation Level; and the sample learning outcomes for Foundation Level.
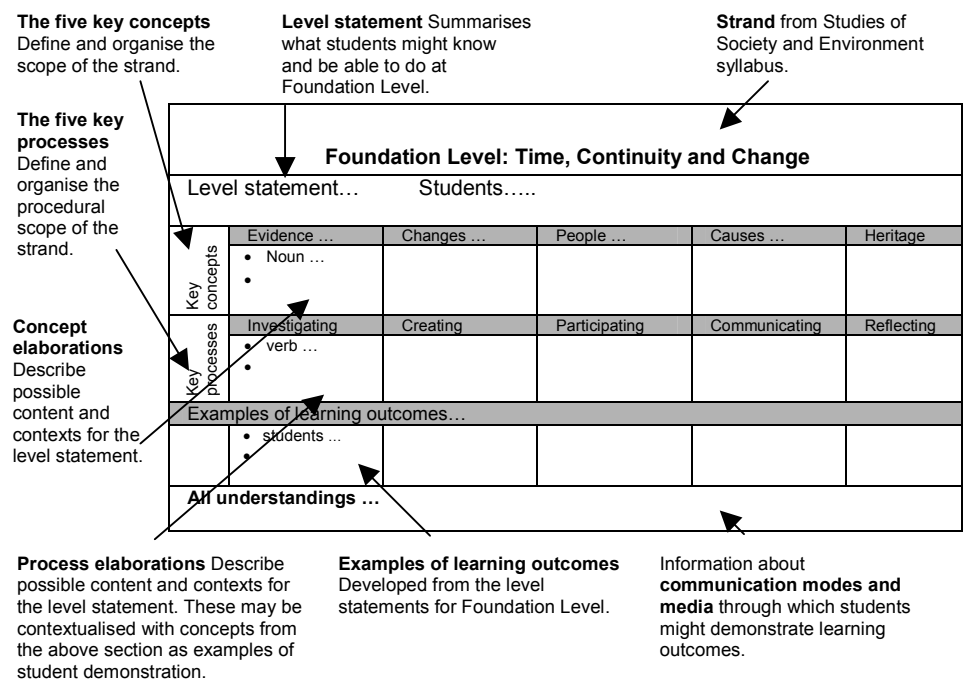


**Examples of outcomes and elaborations for Foundation Level**

Activities contained in the sourcebook modules can be adapted to meet the needs of students with disabilities once teachers have determined the specific learning outcomes for these students.

## Elaborations for Levels 1 to 6

The core learning outcomes for Levels 1 to 6 have been elaborated to assist teachers to understand what students are expected to know and do with what they know in relation to the key learning area. For Levels 1 to 6, the elaborations draw upon the levelled core content of the syllabus. These elaborations indicate possible content and contexts through which students might demonstrate core learning outcomes. It is intended that teachers will select specific content and contexts appropriate to the needs of their students. These elaborations are examples only and it is not expected that all aspects of the elaborations be studied.

The tables that follow present elaborations of each core learning outcome at each level for each strand. The elaborations provided:
- unpack the learning outcomes
- include levelled core content that should be addressed when planning with learning outcomes
- should be considered in an interrelated and complementary way for the purposes of planning and assessment to ensure authenticity and relevance for students, as opposed to planning and assessing the learning outcomes individually
- incorporate terms such as describe, discuss and interpret which include all forms of verbal and nonverbal communication, including signed and the use of communication aids.

These elaborations are presented in levels to illustrate the scope of the key learning area across each particular level. The presentation shows how the conceptual understandings and key processes of each outcome become broader, deeper and more sophisticated at each successive level. It also assists special, primary and secondary educators to view the full scope and sequence of the Years 1 to 10 core curriculum for Studies of Society and Environment.

Each level of a Studies of Society and Environment strand has five core learning outcomes. In each strand, each of the five outcomes is underpinned by a unique key concept and one of five key processes. The relationship of these five key processes to the outcomes is organised in the following way:
- Outcome 1 — investigating
- Outcome 2 — creating
- Outcome 3 — participating
- Outcome 4 — communicating
- Outcome 5 — reflecting.

Highlighting one process with numbered outcomes is not intended to exclude other processes. Rather, other processes are often nested one within the other.

The core learning outcomes of the syllabus are coded to identify the strand, the level and the number of the outcome — for example, TCC 5.1 represents Time, Continuity and Change at Level 5, outcome number one. These relationships are illustrated on the following diagram.

**Levels**
Outcomes are sequenced across six levels.

**Strand**
The overall conceptual organiser of the learning outcomes.

**Key concept**
Defines and organises all first, second, third, fourth OR fifth outcomes of a strand.

**Key process**
Defines and organises all first, second, third, fourth OR fifth outcomes of a strand.

**Time, Continuity and Change**
**Key concept:** Evidence over time     **Key process:** Investigating

**Core learning outcomes**
Coded statements of what students know and can do.

**Key concept**
Defines and organises the conceptual scope of the outcomes across Levels 1 to 6.

**Key process**
Defines and organises the procedural scope of the outcomes across Levels 1 to 6.

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core learning outcome** | TCC 1.1 Students describe | TCC 2.1 | TCC 3.1 | TCC 4.1 | TCC 5.1 | TCC 6.1 |
| **Students know:** Evidence over time | | | | | | |
| **Students can:** Investigating | | | | | | |

**Concept elaborations**
Elaborates the 'knowing' component(s) of the learning outcome, describing possible content and contexts.

**Process elaborations**
Elaborates the 'doing' component(s) of the learning outcome. These offer specific examples of the process and are often contextualised with content from the above section as examples of student demonstrations.

**Examples of outcomes and elaborations for Levels 1 to 6**

# Elaborations of core learning outcomes in Studies of Society and Environment

The following tables present elaborations of level statements for Foundation Level and elaborations of each core learning outcome in sequence from Level 1 through to Level 6. This presentation shows how the conceptual understandings become broader, deeper and more sophisticated at each successive level. These elaborations are examples only of what students *know* and can *do* with what they know.

These tables are organised in strands and levels and information is available as follows:
Foundation Level     p. 28
Time, Continuity and Change     p.32
Place and Space     p. 42
Culture and Identity     p.52
Systems, Resources and Power     p. 62

# Foundation Level: Time, Continuity and Change

| Level Statement at Foundation Level: | Students are developing an understanding of changes and continuities in people's lives and can communicate about these in a particular communication mode.<br>Students are beginning to respond to information in their environment and can make decisions accordingly.<br>Students are developing an understanding about changes and continuities in their environments and can communicate about these in a particular communication mode. | | | |
|---|---|---|---|---|

## Key concepts

| Evidence over time | Changes and continuities | People and contributions | Causes and effects | Heritage |
|---|---|---|---|---|
| **evidence**<br>• photographs<br>• home videos<br>• artefacts<br>• toys<br>• pets<br>• plants<br>**time**<br>• past<br>• present<br>**in the contexts of**<br>• familiar settings (home, school, shops, park)<br>• changes over time | **changes**<br>• in their own lives<br>• in others' lives<br>• physical (height, hair)<br>• ability (talking, walking)<br>• levels of responsibility<br>• in social environments (routines and procedures, family members)<br>• in built environments (new buildings, class arrangement)<br>• in natural environments (seasons, trees, animal life)<br>**continuities**<br>• in their own lives (coming to school, their name)<br>• in routines and procedures<br>• home/school<br>• travel<br>• respite care<br>• clubs, hobbies, shopping | **people**<br>• familiar people (family, friends, teachers, taxi driver, nurse)<br>• roles and responsibilities of familiar people in particular settings and at particular points in time<br>**contributions**<br>• ways people help them<br>• ways they help others<br>• ways people help each other | **causes and effects associated with**<br>• weather, climate<br>• natural, social and built environments<br>• people coming and going in daily routines<br>• traffic, transport<br>• social behaviours and their consequences<br>• medication<br>• food<br>• exercise<br>• feelings (anger, happiness) | **traditions and values**<br>• family traditions/celebrations<br>• school traditions (old/new)<br>• things people of various ages like and value<br>• traditional stories<br>• special places |

## Key processes

| Investigating | Creating | Participating | Communicating | Reflecting |
|---|---|---|---|---|
| **Students can investigate by**<br>• observing<br>• drawing<br>• representing<br>• asking questions<br>• recognising<br>• identifying<br>• comparing | **Students can create by**<br>• responding to stimuli<br>• applying<br>• making representations<br>• transferring knowledge/skills | **Students can participate by**<br>• becoming engaged in activities in their social environment<br>• contributing to activities in their social environment<br>• sharing<br>• responding to offers of help<br>• helping others<br>• asking identified people for help | **Students can communicate by**<br>• listening/viewing<br>• speaking/signing<br>• describing/giving information<br>• following directions through reflex actions, oral/signed responses, physical responses<br>• drawing<br>• matching | **Students can reflect by**<br>• identifying<br>• clarifying<br>• using<br>• comparing<br>• asking questions<br>• choosing<br>• knowing when they are finished/want something more |

| Examples of learning outcomes developed from the level statements for Foundation Level | | | | |
|---|---|---|---|---|
| **TCC F.1**<br>• Students discuss evidence they bring from their home/family/school.<br>• Students identify photographs of themselves at different ages.<br>• Students compare people at baby, child and adult stages of life.<br>• Students compare representations/ images of different stages of life.<br>• Students compare representations of environments at different times. | **TCC F.2**<br>• Students make collages of familiar natural environments.<br>• Students sequence photographs of the construction of a familiar object.<br>• Students develop skills for a particular/specific/new responsibility.<br>• Students follow routines and procedures.<br>• Students match clothing according to weather changes. | **TCC F.3**<br>• Students contribute to a story about a familiar person.<br>• Students respond to teachers' instructions in a variety of environments.<br>• Students recognise significant adults in their learning environment.<br>• Students assist others in a task. | **TCC F.4**<br>• Students indicate a piece of playground equipment that they would like to use at that moment.<br>• Students cross the road safely using traffic lights/signs/supervisor.<br>• Students modify dress according to changing weather conditions.<br>• Students communicate how/why they are feeling a particular way.<br>• Students communicate why they or another person has done something. | **TCC F.5**<br>• Students sort unfamiliar objects into old and new.<br>• Students choose a particular food for a family celebration.<br>• Students draw places that are special to them.<br>• Students choose things that are special to them.<br>• Students share what is special to them. |

**All understandings can be demonstrated through any of a variety of communication modes and media** — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.

# Foundation Level: Place and Space

| Level Statement at Foundation Level: | Students are developing an understanding that there are different environments and can indicate which environment they are in.<br>Students demonstrate a preference for a particular place or places.<br>Students are developing an understanding that each environment can be used in a variety of ways and can present information about their use of an environment. | | | | |
|---|---|---|---|---|---|

## Key concepts

| Human–environment relationships | Processes and environments | Stewardship | Spatial patterns | Significance of place |
|---|---|---|---|---|
| **types of environments**<br>• familiar (home, school, respite care)<br>• social (home, school, camp, taxi, playground, gym)<br>• natural (waterways, forest, coast, grassland)<br>• built (school, home, shops, pool, picnic areas, sporting facilities, gardens)<br>**human activities in various environments**<br>• familiar (eat, sleep, play, travel, work)<br>• social (games, rules, cooperation, routines, enjoyment, work, travel)<br>• in natural places (observe, look, smell, listen, touch, swim, build sand castles, climb, run, yell, dig, paddle, work)<br>• in built places (smell, listen, touch, look, taste, eat, work, recycle and reduce rubbish, shop, look, jump, float, swing) | **natural elements within environments**<br>• plants<br>• animals<br>• simple landforms (waterways, mountain, beach, flat ground, erosion)<br>• observable features of the sky (sun, clouds, moon)<br>**natural processes and actions in environments**<br>• plant life cycle (growing, flowering, seeding, dying)<br>• animal life cycle (birth, growing, dying)<br>• natural conditions (sunny, rainy, rocky, sandy, muddy)<br>• natural actions (flowing water, waves, winds, flood)<br>**natural conditions**<br>• weather (rainy, windy, sunny, hot, cold)<br>• land conditions (muddy, sandy, rocky, flat) | **needs**<br>• animals — food, water, shelter, air<br>• plants — water, sunlight, air<br>**care of living things**<br>• feeding<br>• watering<br>• grooming<br>• cleaning<br>• weeding<br>• trimming<br>• loving<br>• respecting<br>• treasuring | **places in familiar environments**<br>• rooms<br>• classroom<br>• school<br>• places in school<br>• home<br>• local community<br>**information about places**<br>• elements of a place (desk, plants, toys)<br>• boundaries (fence, gate)<br>• size (big, small)<br>• distance/location (far, close)<br>**types of representations of places**<br>• collage of shells, sticks, leaves, seaweed<br>• display of photographs, drawings<br>• work sheets<br>• cut and paste<br>• class storybook | **special places in various environments**<br>• familiar (own bedroom, classroom area, playground)<br>• natural (favourite area in the garden, favourite activity at the beach, playground)<br>• built (own chair, table, equipment, favourite sport/hobby)<br>• social places where people are special (respite care, home, school, parts of the school, friend's place)<br>**expressions of care for a special place**<br>• looking after personal property<br>• respecting other people's property<br>• respecting various natural places |

## Key processes

| Investigating | Creating | Participating | Communicating | Reflecting |
|---|---|---|---|---|
| **Students can investigate by**<br>• observing (smelling, tasting, touching, seeing, hearing)<br>• representing information<br>• asking questions<br>• recognising<br>• identifying<br>• comparing | **Students can create by**<br>• responding to stimuli<br>• applying curiosity<br>• making representations<br>• transferring knowledge/skills | **Students can participate by**<br>• becoming engaged in activities<br>• contributing to activities<br>• sharing<br>• responding to offers of help<br>• helping others<br>• identifying and asking for help<br>• cooperating (taking turns) | **Students can communicate by**<br>• representing information about a place<br>• listening/viewing<br>• speaking/signing<br>• giving information<br>• following directions<br>• matching | **Students can reflect by**<br>• identifying special places<br>• clarifying<br>• using a place<br>• comparing<br>• asking questions<br>• choosing |

### Examples of learning outcomes developed from the level statements for Foundation Level

| PS F.1 | PS F.2 | PS F.3 | PS F.4 | PS F.5 |
|---|---|---|---|---|
| • Students indicate a knowledge of the environment they are in.<br>• Students sort pictures of familiar places into categories.<br>• Students respond to different environmental conditions (dress appropriately, choose relevant play activities).<br>• Students match activities to particular areas of the school. | • Students make a representation of an element of the natural environment.<br>• Students match elements of the natural environment with associated processes (rain and puddles).<br>• Students respond to natural processes (smelling the air after rain, wearing appropriate clothing on warm days). | • Students care for animals or plants.<br>• Students identify those who care for them.<br>• Students practise identified cooperative behaviours with caregivers.<br>• Students ask for help to satisfy their needs. | • Students create a representation of their favourite place.<br>• Students identify an appropriate shop for particular goods and services.<br>• Students contribute to a class collage of a place they enjoyed visiting.<br>• Students explain/demonstrate how to reach a particular part of the school. | • Students collect artefacts associated with a place they enjoy.<br>• Students care for a favourite place.<br>• Students communicate feelings associated with places where they do not feel comfortable.<br>• Students describe feelings associated with a special place.<br>• Students choose places to be in and what to do in that place. |

**All understandings can be demonstrated through any of a variety of communication modes and media** — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.

# Foundation Level: Culture and Identity

| Level Statement at Foundation Level: | Students participate in personal routines and celebrations and are developing an understanding of their family's routines and celebrations. Students are developing an understanding that each individual is unique and are developing an understanding of gender. Students are developing an awareness that their needs are usually met by others and can indicate when their needs are not being met. | | | |
|---|---|---|---|---|

| | Cultural diversity | Cultural perceptions | Belonging | Cultural change | Constructions of identity |
|---|---|---|---|---|---|
| **Key concepts** | **cultures**<br>• familiar cultures (school, family, interest groups)<br>• ethnically diverse cultures<br>**elements of cultures**<br>• food<br>• clothes<br>• music<br>• dance<br>• artefacts (birthday cards, decorations)<br>• customs<br>• gestures<br>• language<br>• religion<br>• story | **perceptions of roles according to gender**<br>• socially acceptable behaviour (protective behaviours)<br>• work roles at school, home, play, shops, community<br>• girls' and boys' use of equipment, games, toys, space<br>**perceptions of roles according to age**<br>• baby, student, young and elderly adult<br>**perceptions of roles according to ability**<br>• range of abilities in familiar settings (home, school) | **personal needs**<br>• physical (food, clothing, shelter)<br>• emotional (comfort, love, to belong)<br>• health and safety (medication, caregiver help, therapy)<br>• direction<br>• entertainment/enjoyment<br>**communicating needs**<br>• crying<br>• asking<br>• sharing<br>• giving and receiving<br>• demanding | **familiar celebrations**<br>• birthday<br>• personal milestones<br>• mothers'/fathers' day<br>• religious events<br>• Anzac Day<br>• multicultural days<br>• Indigenous events and celebrations<br>**personal routines**<br>• dressing<br>• making bed, cleaning room<br>• safety practices, bike safety<br>• meal procedures<br>• visiting people<br>• shopping<br>• medication/therapy | **uniqueness of individuals**<br>• physical<br>• cognitive<br>• emotional<br>• self-image<br>• gender<br>• ethnicity/culture<br>• religion<br>• language<br>• family<br>• respect for self and others<br>• special people in their life<br>• personal preferences |
| | Investigating | Creating | Participating | Communicating | Reflecting |
| **Key processes** | **Students can investigate by**<br>• observing (smelling, tasting, touching, seeing, hearing)<br>• representing information<br>• asking questions<br>• recognising<br>• identifying<br>• comparing<br>• responding (moving) | **Students can create by**<br>• responding to stimuli<br>• applying curiosity<br>• making representations<br>• transferring knowledge/skills<br>• classifying/categorising | **Students can participate by**<br>• engaging in activities<br>• contributing to activities<br>• sharing<br>• identifying and asking for help<br>• cooperating (taking turns)<br>• responding to offers of help<br>• helping others | **Students can communicate by**<br>• representing information<br>• giving information<br>• listening/viewing<br>• speaking/signing<br>• following directions<br>• matching<br>• responding (moving) | **Students can reflect by**<br>• identifying<br>• clarifying<br>• using<br>• comparing<br>• asking questions to clarify<br>• choosing |
| Examples of learning outcomes developed from the level statements for Foundation Level | | | | | |
| | **CI F.1**<br>• Students draw a picture of their family at mealtime.<br>• Students represent information about a variety of cultures.<br>• Students observe (taste, smell, touch, look at, listen to) food from a range of cultures. | **CI F.2**<br>• Students identify familiar adults as men or women.<br>• Students classify familiar people according to age and/or work roles.<br>• Students make representations of familiar people.<br>• Students role-play protective behaviours for various situations. | **CI F.3**<br>• Students represent people with whom they interact in particular places.<br>• Students contribute to food-making activities.<br>• Students identify particular assistance and when it is required. | **CI F.4**<br>• Students celebrate a peer's birthday.<br>• Students follow directions to create artefacts for celebrations.<br>• Students follow directions for a particular personal routine.<br>• Students carry out appropriate routines to meet their needs. | **CI F.5**<br>• Students identify photographs of themselves at particular stages of their life.<br>• Students match photographs of significant adults/peers to the 'real' person.<br>• Students identify a range of their own physical characteristics.<br>• Students share favourite things.<br>• Students make personal choices. |

**All understandings can be demonstrated through any of a variety of communication modes and media** — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.

# Foundation Level: Systems, Resources and Power

| Level Statement at Foundation Level: | Students participate in a variety of contexts and are developing an understanding of the need to cooperate in these contexts. Students are developing an understanding that resources can be obtained from various sources and can use some resources to meet their needs and wants. Students are developing an understanding that individuals are different. |
|---|---|

| | Interactions between ecological and other systems | Economy and business | Participation in decision making | Citizenship and government | Access to power |
|---|---|---|---|---|---|
| **Key concepts** | **ecological systems**<br>• local (school garden, pond, large tree, terrarium, wormery)<br>• agricultural ecosystem (farm, fishery)<br>• natural elements of ecosystems (plants, animals)<br>**other systems**<br>• business (shops, services)<br>• health (workers, services)<br>• social (people and relationships)<br>• transport (types, routes)<br>**interactions between ecological and other systems**<br>• personal actions within a natural environment (waste disposal)<br>• recreation in particular ecosystems (water activities, bush activities)<br>• work in natural environments | **economies and businesses**<br>• local places where goods are accessed<br>• local places where services are accessed<br>• shops (variety of goods, size of shops)<br>• transport (car, taxi, bus, train, boat)<br>• farms (animal and plant activity)<br>• banks<br>• food outlets (takeaway, restaurants)<br>• money (buying and selling)<br>**roles in economy and business**<br>• consumer, retailer<br>• work roles at school, home, play, shops, community<br>• unpaid and paid work<br>• gender roles | **participating in cooperative contexts**<br>• home, school, class<br>• excursions, camps<br>• transport<br>• feeding<br>• toileting<br>**cooperating with people**<br>• cooperating with various people<br>• following directions<br>• taking turns<br>• sharing (toys, food, space, parents)<br>• acting peacefully<br>• caring for shared resources<br>**decision making**<br>• following, reviewing, making rules<br>• making personal choices that do not affect others negatively | **citizenship**<br>• personal actions in social contexts based on individual<br>  − abilities<br>  − interests<br>  − choices<br>  − cooperative behaviour in various social settings<br>**government**<br>• familiar rules and laws in various social settings (school, transport, street, shop, restaurant, playground)<br>• people with authority to help and protect (teacher, therapist, principal, police officer, transport driver) | **power**<br>• feeling safe<br>• feeling valued<br>• resources to meet personal needs<br>• rights and rules that protect<br>**access to power**<br>• available resources and services<br>• people who help and protect<br>• equipment<br>• money<br>• knowledge about<br>  − wheelchair access locations<br>  − who to rely on for help<br>• Protective Behaviours<br>• routines<br>• skills<br>• ability to communicate<br>• information technology skills<br>• having personal choice |
| | Investigating | Creating | Participating | Communicating | Reflecting |
| **Key processes** | **Students can investigate by**<br>• observing (smelling, tasting, touching, seeing, hearing)<br>• representing information<br>• asking questions<br>• recognising and identifying<br>• comparing | **Students can create by**<br>• responding to stimuli<br>• applying curiosity<br>• making representations<br>• transferring knowledge/skills | **Students can participate by**<br>• cooperating<br>• becoming engaged in activities<br>• contributing to activities<br>• sharing<br>• responding to offers of help<br>• helping others<br>• identifying and asking for help | **Students can communicate by**<br>• representing information<br>• listening/viewing<br>• speaking/signing<br>• giving information<br>• following directions<br>• matching | **Students can reflect by**<br>• identifying<br>• clarifying<br>• using<br>• comparing<br>• asking questions<br>• choosing |

| Examples of learning outcomes developed from the level statements for Foundation Level | | | | | |
|---|---|---|---|---|---|
| **SRP F.1**<br>• Students work together to create a collage of some elements of a natural environment.<br>• Students communicate where they may locate a drink.<br>• Students record observations of human activity in natural places.<br>• Students describe natural materials used in building. | **SRP F.2**<br>• Students practise identified behaviours in a food outlet.<br>• Students use money in real-life and lifelike situations.<br>• Students practise routines associated with travelling on public transport.<br>• Students identify various shops/ workers/services in the local community. | **SRP F.3**<br>• Students follow safety directions when travelling by school bus or taxi.<br>• Students contribute to a collage of sports or hobbies they enjoy with others.<br>• Students share toys/equipment/ people/places with others.<br>• Students identify behaviours appropriate for an upcoming excursion. | **SRP F.4**<br>• Students communicate personal preferences in ways that do not impose on others.<br>• Students recognise that their peers communicate in different ways.<br>• Students practise identified cooperative behaviours with peers/authority figures.<br>• Students identify people in authority. | **SRP F.5**<br>• Students identify people who assist them.<br>• Students identify shops that sell particular items.<br>• Students match resources to the place in which they might be found.<br>• Students choose and access toys/ games/equipment that they want to use.<br>• Students practise routines associated with accessing public transport. | |

**All understandings can be demonstrated through any of a variety of communication modes and media** — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.

# Time, Continuity and Change

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 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **TCC 1.1** Students describe their past and their future using evidence from familiar settings. | **TCC 2.1** Students explain different meanings about an event, artefact, story or symbol from different times. | **TCC 3.1** Students use evidence about innovations in media and technology to investigate how these have changed society. | **TCC 4.1** Students use primary sources to investigate situations before and after a change in Australian or global settings. | **TCC 5.1** Students use primary and secondary evidence to identify the development of ideas from ancient to modern times. | **TCC 6.1** Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. |
| **Students know:**<br><br>**Evidence over time** | **evidence from familiar settings**<br>• artefacts<br>• photographs<br>• birth certificates<br>• home videos<br>• storybooks<br>• family stories from family, friends and caregivers<br>• personal recollections<br>**their past**<br>• stories about e.g.<br>  – being born<br>  – growing<br>  – birthdays<br>  – family events<br>  – memorable incidents<br>  – achievements<br>**their future**<br>• physical developments<br>• abilities<br>• interests<br>• roles and responsibilities<br>• hopes for the future and how to achieve them (to have friends, be friendly to others) | **meanings associated with an event, artefact, story and symbol at different times**<br>• events e.g.<br>  – family events<br>  – cultural and religious events<br>  – celebrations<br>  – school events<br>  – religious/holy days<br>  – personal events<br>• artefacts e.g.<br>  – objects valued at different stages of life<br>  – things valued in different times<br>• stories e.g.<br>  – stories from other cultures such as creation stories, fables, fairytales<br>  – personal stories such as personal perspectives about a playground conflict<br>• symbols e.g.<br>  – flags and emblems<br>  – commercial logos<br>  – school motto<br>  – natural features (Uluru)<br>  – built features (Anzac memorial) | **sources of evidence**<br>• pictures<br>• diagrams<br>• maps<br>• timelines and sequences<br>• printed texts<br>• reference materials<br>• stories<br>• artefacts<br>• middens<br>• vegetation patterns<br>• electronically sourced information<br>• resource people/specialists<br>**innovations in media and technology**<br>• steam power<br>• harnessing energy (oil, solar)<br>• communications (telegraph, email)<br>• transport (cars)<br>• health (inoculations)<br>• education (computers)<br>**how these have changed society**<br>• rapid spread of goods and ideas<br>• positive and negative environmental effects<br>• increased population<br>• increased occupational specialisation<br>• wider social interdependence<br>• awareness of other cultures and wider issues | **primary sources**<br>• sources which provide original accounts e.g.<br>  – artefacts<br>  – photographs<br>  – oral histories<br>  – maps<br>  – diary extracts<br>  – birth certificates<br>  – middens<br>  – reproductions of primary sources when originals are not available<br>**situations before and after a change in Australian settings**<br>• 1967 Referendum on Aboriginal Citizenship<br>• 1901 *Pacific Islander Labourers Act*<br>• environments before and after mining, gold rushes, drought<br>• Eight Hour Day Movement<br>• Federation<br>• beginning of railways or radio<br>• development of polio vaccine<br>**situations before and after a change in global settings**<br>• wars<br>• development of vaccines (polio, measles)<br>• inventions (synthetic fibres, microchip)<br>• heritage listing of wilderness areas<br>• nations before and after colonisation | **the development of ideas**<br>• democracy<br>• free trade<br>• technology<br>• leisure<br>• roles of cities and urban development<br>• communities<br>• agriculture<br>• art<br>• religion<br>• philosophies (individualism, altruism)<br>• role of media<br>• morality<br>• environmentalism<br>• money<br>• political behaviours<br>• government organisation<br>• pantheism<br>**ancient to modern times**<br>• pre to 2 000 years ago<br>• 2 000 to 500 years ago<br>• 500 to 100 years ago<br>• 100 years ago to present<br>• future | **cultural construction of evidence from the past**<br>• evidence of the same event from various standpoints e.g.<br>  – national<br>  – regional<br>  – age<br>  – socioeconomic situation<br>  – gender<br>  – dominant perspectives<br>  – marginalised perspectives<br>• relationships between evidence of a particular event, phenomena or individual and the culture from which it is constructed e.g.<br>  – an Australian digger's version of the Gallipoli campaign and a Turkish soldier's account<br>  – 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) |

# Time, Continuity and Change

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 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **TCC 1.1** Students describe their past and their future using evidence from familiar settings. | **TCC 2.1** Students explain different meanings about an event, artefact, story or symbol from different times. | **TCC 3.1** Students use evidence about innovations in media and technology to investigate how these have changed society. | **TCC 4.1** Students use primary sources to investigate situations before and after a change in Australian or global settings. | **TCC 5.1** Students use primary and secondary evidence to identify the development of ideas from ancient to modern times. | **TCC 6.1** Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. |
| **Students can:**<br><br>**Investigating** | **use evidence**<br>• recount family stories<br>• explain photographs of themselves<br>• compare measurements on personal growth chart<br>• compare literature with personal experiences<br>• make personal forecasts based on stories of older children's experiences<br>• arrange a display of artefacts associated with a personal event or development<br>• enact a personal event from their past | **explain different meanings about an event, artefact, story or symbol**<br>• share personal preferences about an event, artefact, story or symbol and offer reasons<br>• compare personal and others' perspectives about an event<br>• imagine how another person may value something and communicate this (a playground incident, climbing Uluru)<br>• fill in different thought bubbles for two people looking at the same symbol | **use evidence to investigate**<br>• recognise stages of an investigation e.g.<br>– tune in to the topic<br>– explore knowledge and viewpoints<br>– look for evidence<br>– draw and sort information from evidence<br>– test whether information answers questions<br>– make conclusions<br>– reflect on the investigation | **use primary sources to investigate**<br>• use primary sources in relevant stages of an inquiry e.g.<br>– identify an issue (media stories of the conflict in East Timor)<br>– locate appropriate primary sources (interview of Australian war veteran, personal Timorese stories via Internet sites, maps of colonial Timor or Indonesia, Indonesian newspapers)<br>– evaluate evidence (where can a range of Indonesian perspectives be sourced?)<br>– synthesise and report conclusions (a written report or oral argument with referenced sources)<br>• locate relevant primary sources to make own interpretation of a situation (interview an elderly woman about her work roles before, during and after World War II)<br>• use primary sources to make interpretations about particular times (photographs of farm labour and technology before and after *Pacific Islander Labourers Act* 1901) | **use primary and secondary sources to identify**<br>• use an investigation process which recognises that the purpose of the inquiry distinguishes primary and secondary sources e.g.<br>– use a range of sources to synthesise information about the development of an idea<br>– compare interpretations derived from primary and secondary sources (how does my interpretation of these pictures differ from the interpretation of the author of this text?)<br>– critique sources for reliability, relevance and representativeness<br>– develop explanations of evidence<br>– construct arguments based on synthesised evidence<br>– incorporate and reference evidence (in formal reports, research assignments, structured referenced essays, speech scripts) | **evaluate evidence from the past to demonstrate cultural constructions**<br>• interpret and analyse evidence<br>• make decisions about evidence based on a combination of judgments about reliability, relevance and representativeness<br>• apply different perspectives to evidence<br>• corroborate evidence<br>• make judgments about cultural constructions |

# Time, Continuity and Change

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

**Key concept:** Changes and continuities     **Key process:** Creating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **TCC 1.2** Students sequence evidence representing changes and continuities in their lives. | **TCC 2.2** Students record changes and continuities in familiar settings using various devices. | **TCC 3.2** Students create sequences and timelines about specific Australian changes and continuities. | **TCC 4.2** Students illustrate the influence of global trends on the beliefs and values of different groups. | **TCC 5.2** Students represent situations before and after a period of rapid change. | **TCC 6.2** Students use their own research focus to analyse changes or continuities in the Asia-Pacific region. |
| **Students know:** <br><br> **Changes and continuities** | **changes in students' lives** <br> • stages in students' lives (baby, toddler, preschool, primary school) <br> • changing physical features of stages of their lives (height, size) <br> • changing emotional behaviours (crying to meet needs, asking for things) <br> • changing social features of stages of their lives (playgroup, parties, leisure, roles and responsibilities in various groups) <br> • changing ways of meeting human needs at different stages e.g. <br>   – food (bottle, soft foods, school lunchbox) <br>   – clothes (for crawling around, sport, school) <br>   – love (hugs, words, actions, special treats) <br> **continuities in students' lives** <br> • continuous physical features (same eye colour, skin colour) <br> • continuous social features (attending school, making friends) <br> • continuous emotional features (feelings, emotional responses to pain, sadness, happiness) <br> • constant human needs (food, love, shelter, clothing, education) | **familiar settings** <br> • local, regional, state, national contexts <br> • natural e.g. <br>   – local area <br>   – small ecosystem (waterhole) <br> • social e.g. <br>   – family <br>   – class <br>   – peer group <br> • built e.g. <br>   – school <br>   – shopping/service centre <br>   – local residential <br>   – rural <br>   – commercial <br> **changes and continuities** <br> • natural e.g. <br>   – climate and seasons <br>   – weather <br>   – tides <br>   – physical features (sand dunes, plants) <br>   – preservation areas <br> • social e.g. <br>   – group membership <br>   – school activities defined by bell times <br>   – actions of familiar people <br>   – friendships <br>   – activity associated with various groups <br> • built e.g. <br>   – construction <br>   – farming practice <br>   – preservation areas | **specific Australian changes and continuities** <br> • land and sea exploration (crossing the Blue Mountains, journey of Captain James Cook, modern exploration for minerals in Queensland) <br> • environmental campaigns (Queensland's first national park) <br> • drought (the 1940s drought as represented by Russell Drysdale) <br> • introduced species (rabbits, prickly pear, pests associated with modern shipping trade) <br> • immigration over time or due to a specific event (post-World War II) <br> • settlement/invasion <br> • Federation <br> • economic change (1930s Depression) <br> • technological developments (building of overland telegraph, stump-jump plough) <br> • disasters (Cyclone Tracey) <br> • social upheaval (Myall Creek Massacre) <br> • Indigenous events as identified by local Indigenous representatives | **influence of global trends on the beliefs and values of different groups** <br> • global trends e.g. <br>   – colonisation (European expansion into Asia) <br>   – religious expansion (Christianity into North America, Buddhism in Asia) <br>   – development of global media (Internet) <br>   – technological revolutions (printing press, microchip) <br>   – trade (movement from national to multinational companies) <br>   – immigration (post-World War II European migration to Australia, Irish potato famine) <br> • values and beliefs influenced by global trends e.g. <br>   – family structure (the shift from extended to nuclear) <br>   – materialism and consumerism (manufacture of cheap products by underpaid, underage workers) <br>   – conservation of the natural environment (international actions of WWF) <br>   – communal land ownership (diminishing Indigenous land ownership rights in colonial Australia) <br>   – ethnic identity (Indonesian attempts to moderate the influence of Western culture) <br>   – cultural diversity (changes and continuities in Australia, Brazil, former Yugoslavia) | **before and after situations** <br> • economic condition <br> • social structure <br> • civilisation <br> • role of women <br> • division of labour <br> • science <br> • sovereignty <br> • structure of social class <br> • environment <br> **periods of rapid change** <br> • 1929 Wall Street Crash <br> • Crusades <br> • European Renaissance <br> • Reformation <br> • agricultural revolution <br> • industrial revolution <br> • information revolution <br> • Meiji restoration <br> • pre- and post-war or conflict (World War I) <br> • development of city-states <br> • imperialism <br> • invasion <br> • cultural imperialism <br> • e-commerce <br> • colonisation <br> • establishment/removal of public service in a rural community <br> • the fall of Berlin Wall | **changes or continuities in Asia-Pacific region** <br> • decolonisation e.g. <br>   – Indonesia <br>   – Papua New Guinea <br>   – Fiji <br>   – Vietnam <br>   – Malaysia <br> • cultural imperialism e.g. <br>   – Marshall Islands <br>   – Hawaii <br>   – New Caledonia <br>   – Vietnam <br> • nationalism e.g. <br>   – Japan <br>   – Korea <br>   – Taiwan <br> • economic changes e.g. <br>   – 1997 Asian economic crisis <br>   – economic growth <br> • Confucianism e.g. <br>   – China <br>   – Singapore <br> • land rights e.g. <br>   – Banaba <br>   – Bougainville <br>   – East Timor <br>   – Irian Jaya <br>   – New Zealand <br> • environments e.g. <br>   – rising sea levels <br>   – deforestation <br>   – greenhouse emissions <br>   – marine exploitation |

# Time, Continuity and Change

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

**Key concept:** Changes and continuities     **Key process:** Creating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **TCC 1.2** Students sequence evidence representing changes and continuities in their lives. | **TCC 2.2** Students record changes and continuities in familiar settings using various devices. | **TCC 3.2** Students create sequences and timelines about specific Australian changes and continuities. | **TCC 4.2** Students illustrate the influence of global trends on the beliefs and values of different groups. | **TCC 5.2** Students represent situations before and after a period of rapid change. | **TCC 6.2** Students use their own research focus to analyse changes or continuities in the Asia-Pacific region. |
| **Students can:**<br><br>**Creating** | **sequence evidence**<br>• draw pictures of physical changes, abilities, etc. over time<br>• make records of physical changes (bar graph with paper strips indicating changing height over time)<br>• list ways that they are the same as adults (needs, feelings)<br>• sequence photographs of themselves at different stages using criteria such as age, height, abilities<br>• list 'doing' and 'describing' words beside 'stages of life' headings on a personal or class chart<br>• forecast possible changes and continuities in their next year level | **record using various devices**<br>• create time categories appropriate to changes and continuities being recorded (days, months, tree years)<br>• create a calendar to record environmental conditions (weather, temperature) in various places identified on a map of Queensland or Australia<br>• create a timeline with numerical indicators (dates, months) based on concrete records of a change (artefacts or pictures of a building site, farming practice, or plant growth cycle)<br>• create a monthly record of observations about a feature of a place (tree or person) and make conclusions about what changes and what stays the same | **create sequences and timelines**<br>• identify aspects of an event in a text and transpose to a simple timeline (time of introduction and effects of non-native species into Australia)<br>• use a database to record seasonal data using Indigenous reference system<br>• arrange pictorial or textual descriptions of aspects of an event in sequential order (flow chart of Federation)<br>• create before and after representations of an event (human, animal and plant life before and after a drought)<br>• connect pictures, drawings or artefacts associated with an event to a large timeline | **illustrate the influence of global trends**<br>• create a labelled flow chart of the effects of the printing press on the changing power of European peasants and the Church<br>• create a timeline showing events caused by Australian colonisation of Indigenous people and add a futures perspective<br>• write a short essay about changing attitudes towards cultural diversity in Australia since World War II based on stories from older people<br>• develop a history book of the future about the influence of a global trend on the beliefs of a group<br>• map or graph a situation before and after a change, describing the influences in the title (Christianity in North America in 1500, 1700 and 2000; multinational companies in Australia in early and late 1900s)<br>• outline reasons for people's use of Eastern medicine | **represent situations**<br>• create a diagram illustrating the structure of society before and after the industrial revolution<br>• create a graph representing broad occupational categories before and after the microchip<br>• transfer understandings about imperialism in the 1800s to multinational activity in the late 1900s<br>• role-play society's perceptions of women's work roles before and after World War II<br>• reproduce a piece of Renaissance art and describe how its social role differs from a piece made before that time<br>• write about the effects of a bank closure on a rural community using report, newspaper or letter of complaint genre<br>• write diary entries of life in Berlin before and after the fall of the wall detailing changes in attitudes, feelings, beliefs and identity | **use own research focus to analyse**<br>• identify intersections between variables (student interest in a current event in the Asia-Pacific region) and create an initial research question based on a key value<br>• analyse the historical origins of a current report to create a focused research question<br>• position self as a historian of the future and develop a research focus that could be investigated now |

# Time, Continuity and Change

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

**Key concept:** People and contributions     **Key process:** Participating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **TCC 1.3** Students share points of view about their own and others' stories. | **TCC 2.3** Students cooperatively evaluate how people have contributed to changes in the local environment. | **TCC 3.3** Students use knowledge of people's contributions in Australia's past to cooperatively develop visions of preferred futures. | **TCC 4.3** Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history. | **TCC 5.3** Students collaborate to locate and systematically record information about the contributions of people in diverse past settings. | **TCC 6.3** Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments. |
| **Students know:**<br><br>**People and contributions** | **range of own and others' stories**<br>• oral (personal stories, peer stories, family stories)<br>• written<br>• dramatic (pantomime)<br>• video/film<br>• sand stories<br>• string stories<br>• puppetry stories | **local environment**<br>• social, natural and built places<br>**how people have contributed to changes in the local environment**<br>• positive contributions e.g.<br>  – helping<br>  – preventing a problem<br>  – solving a problem<br>• negative contributions e.g.<br>  – doing nothing about a problem<br>  – creating or adding to a problem (littering, crossing when the light is red)<br>  – acting in a way that interferes with people's rights (fighting)<br>• positive ways of contributing e.g.<br>  – initiating an action group to plant bird-attracting plants<br>  – volunteer work in a hospital, school or for the disabled<br>  – writing a protest letter with suggestions to Council about an unsafe school crossing<br>  – joining an organisation that plants koala-friendly trees<br>  – protecting the country<br>• positive and negative changes in the local environment e.g.<br>  – social change (improved recreational facilities, increased vandalism)<br>  – changes to natural places (Clean Up Australia, Landcare, garbage in water catchment)<br>  – changes to built places (heritage listing of a building, visual pollution) | **people's contributions in Australia's past**<br>• contributions e.g.<br>  – artistic<br>  – economic<br>  – educational<br>  – environmental<br>  – exploration<br>  – medical<br>  – peace<br>  – philanthropic<br>  – political<br>  – religious<br>  – social/cultural<br>  – scientific/technological<br>  – social justice<br>  – sporting<br>**people**<br>• selections based on diversity e.g.<br>  – European/non-European<br>  – male/female<br>  – traditional/non-traditional<br>  – dominant/marginalised<br>  – young/elderly<br>  – past, present, future | **contributions to Australian or global history**<br>• contributions e.g.<br>  – artistic<br>  – economic<br>  – educational<br>  – environmental<br>  – exploration<br>  – medical<br>  – peace<br>  – philanthropic<br>  – political<br>  – religious<br>  – social/cultural<br>  – scientific/technological<br>  – social justice<br>  – sporting<br>• difference between empathy/sympathy<br>**diverse individuals and groups from Australian and global history**<br>• selections based on diversity e.g.<br>  – European/non-European<br>  – male/female<br>  – traditional/non-traditional<br>  – dominant/marginalised<br>  – young/elderly<br>  – past, present, future<br>• groups (Aboriginal Freedom Riders, Italian sugarcane farmers, civil rights groups, Snowy Mountains Scheme workers, Women's Land Army, RSL, ACTU, CWA, CSIRO, Queensland Mining Council)<br>• organisations (Greenpeace, United Nations' agencies, World Bank, World Trade Organisation, International Monetary Fund, WWF, Amnesty International) | **diverse past settings**<br>• diversity of times (ancient to modern)<br>• diversity of places (Australia, global, European, non-European)<br>• diversity of cultures (Western or non-Western, ethnicity, class, gender, sexual preference)<br>**contributions of people**<br>• contributions e.g.<br>  – artistic<br>  – economic<br>  – educational<br>  – environmental<br>  – exploration<br>  – medical<br>  – peace<br>  – philanthropic<br>  – political<br>  – religious<br>  – social/cultural<br>  – scientific/technological<br>  – social justice<br>  – sporting<br>  – technological<br>• selections based on diversity e.g.<br>  – European/non-European<br>  – male/female<br>  – traditional/non-traditional<br>  – dominant/marginalised<br>  – young/elderly<br>  – past, present, future | **values underlying negative and positive contributions**<br>• democratic process<br>• social justice<br>• ecological and economic sustainability<br>• peace<br>**contributions by diverse individuals and groups in Australian environments**<br>• individuals<br>• groups e.g.<br>  – Indigenous groups<br>  – rural communities<br>  – trade union movement<br>  – government organisations<br>  – non-government organisations<br>  – political groups<br>  – environmental groups<br>  – human rights groups<br>  – multinational operations<br>  – philanthropic groups<br>**contributions by diverse individuals and groups in Asian environments**<br>• individuals<br>• groups<br>  – Indigenous groups<br>  – rural communities<br>  – trade union movement<br>  – government organisations<br>  – non-government organisations<br>  – political groups<br>  – environmental groups<br>  – human rights groups<br>  – multinational operations<br>  – philanthropic groups |

# Time, Continuity and Change

**Key concept:** People and contributions     **Key process:** Participating

|  | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **TCC 1.3**<br>Students share points of view about their own and others' stories. | **TCC 2.3**<br>Students cooperatively evaluate how people have contributed to changes in the local environment. | **TCC 3.3**<br>Students use knowledge of people's contributions in Australia's past to cooperatively develop visions of preferred futures. | **TCC 4.3**<br>Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history. | **TCC 5.3**<br>Students collaborate to locate and systematically record information about the contributions of people in diverse past settings. | **TCC 6.3**<br>Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments. |
| **Students can:**<br><br>**Participating** | **share points of view**<br>• give points of view (this story is about…; this is my favourite story because…)<br>• listen attentively to others' points of view<br>• explain personal preferences about aspects of stories or for certain types of stories<br>• share emotional responses to stories (makes me feel…)<br>• dramatise interpretations of a story<br>• show respect for others' points of view by offering positive feedback, verbal and/or nonverbal | **cooperatively evaluate**<br>• work as part of a team to evaluate how people have contributed e.g.<br>  − find contributions and the desired changes<br>  − classify contributions and changes as negative or positive<br>  − group according to how they were achieved (individually, joined a group, created a work party, advertised for others to do their bit)<br>  − decide which methods were most successful (created desired change)<br>  − consider why they were most successful<br>• participate in a small group to understand how people (the elderly) contribute to the local community e.g.<br>  − as whole group, plan interviews<br>  − individually, conduct the interviews<br>  − in whole group, compare results<br>  − individually, give a preference for way/s in which people help<br>• evaluate why a place has deteriorated (how people have contributed to the problem) | **use knowledge to cooperatively develop visions of preferred futures**<br>• work in small groups to create a representation of future inventions that will enhance health standards<br>• cooperatively create an annotated diagram of a future place that enhances social harmony<br>• with students from other places, create a song or symbol that represents Reconciliation<br>• cooperatively investigate an endangered species and individually write a speech about a preferred future for it<br>• use someone else's forecast for the local area and cooperatively design a list of strategies that would create a preferred scenario<br>• develop probable and preferred futures | **share empathetic responses**<br>• present an oral presentation describing the work of an individual or organisation, how that work has contributed to a particular group and why he/she values that<br>• pairs or trios interchange roles in a debate about past events (soldier and pacifist)<br>• locate an issue faced by an individual or organisation and explain the perspective of various people involved (Greenpeace and Inuits over sealing)<br>• participate in a simple debate about an issue (class divides in half then each individual offers an argument for their side)<br>• create a collage depicting how class members feel about a contributing group of the past<br>• artistically express empathy for a self-nominated group or individual | **collaboratively locate and systematically record information**<br>• work cooperatively with peers, local community, online or experts to locate and record information e.g.<br>  − graphs<br>  − tables<br>  − databases<br>  − reports<br>  − oral presentations<br>  − diagrams<br>  − presentations<br>  − biographies | **collaboratively identify values**<br>• develop group roles and responsibilities and formulate an inquiry plan to identify contributions and the value underlying them<br>• collaborate with peers to identify motivations behind human actions and relate these motivations to values<br>• share and compare decisions about values underlying past actions and, by consensus, create a summary |

# Time, Continuity and Change

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

**Key concept:** Causes and effects     **Key process:** Communicating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **TCC 1.4** Students describe the effects of a change over time in a familiar environment. | **TCC 2.4** Students describe cause and effect relationships about events in familiar settings. | **TCC 3.4** Students organise information about the causes and effects of specific historical events. | **TCC 4.4** Students critique information sources to show the positive and negative effects of a change or continuity on different groups. | **TCC 5.4** Students explain the consequences of Australia's international relations on the development of a cohesive society. | **TCC 6.4** Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles. |
| **Students know:**<br><br>**Causes and effects** | **familiar environments**<br>• natural<br>• built<br>• social<br>• home<br>• school<br>• local community<br>**effects of changes**<br>• effects of seasonal changes on food, clothes, human activity, animal behaviour, plants<br>• effects of personal development changes (new abilities, new responsibilities)<br>• effects of changes in built environment (inconvenience of building site, new activity associated with new playground, new road crossing)<br>• effects of changes in social environment (new class routines, changed roles after a baby arrives in family, changed activities associated with cultural events, changed group membership) | **cause and effect relationships about events in familiar settings**<br>• personal events e.g.<br>  – physical growth<br>  – skill development<br>  – milestones<br>  – social development<br>• events in natural environments e.g.<br>  – effect of seasons on plants, lifestyle<br>  – effect of weather on leisure<br>  – effect of natural phenomena (lightning on safety)<br>• events in built environments e.g.<br>  – effect of building on nature<br>  – effect of traffic on health<br>  – effect of what is harvested on diet<br>  – effect of technology on learning<br>• events in social environments e.g.<br>  – why family members do particular things<br>  – why communities celebrate certain events | **causes and effects of specific historical events**<br>• specific historical events e.g.<br>  – Magna Carta<br>  – bubonic plagues<br>  – European circumnavigation of the world<br>  – settlement/invasion of Australia<br>  – Eureka Stockade<br>  – introductions of plant and animal species<br>  – Australian gold rushes<br>  – technological inventions (polio vaccine, clipper transport)<br>  – universal suffrage<br>  – Eight Hour Day decision<br>  – world heritage listings in Australia<br>  – bombing of Hiroshima<br>  – Franklin–Gordon Rivers dispute<br>• causes and effects e.g.<br>  – direct, indirect<br>  – human, environmental<br>  – positive, negative<br>  – economic, ecological<br>  – political, social, cultural | **different groups**<br>• marginalised groups<br>• dominant groups<br>• Indigenous groups<br>• gendered groups<br>• socioeconomic groups<br>**positive and negative effects of a change or continuity on different groups**<br>• positive effects of change or continuity e.g.<br>  – greater access to technology<br>  – economic power<br>  – social harmony<br>  – political power<br>  – social position and power<br>  – justice, equality and equity<br>  – self-determination and sovereignty<br>• negative effects of change or continuity e.g.<br>  – conflict<br>  – loss of religion, culture, language<br>  – disempowerment<br>  – dispossession of land<br>  – injustice and inequality<br>  – unequal distribution of economic power<br>  – loss of identity<br>**information sources**<br>• primary and secondary sources<br>• electronic sources<br>• stories from different groups<br>• statistics, maps<br>• histories<br>• media reports<br>• film and documentaries<br>• music, poetry, literature<br>• interviews, observations | **Australia's international relations**<br>• nationalities on the First Fleet<br>• involvement in wars (Boer War, World War I, World War II, Malayan Campaign, Vietnam)<br>• peacekeeping roles (Cambodia, East Timor)<br>• international organisations (UN, British Commonwealth)<br>• construction and participation in treaties and agreements (human rights treaties, UN conventions such as those on biodiversity, accords such as Kyoto Global Warming Accord)<br>• foreign aid (AusAID)<br>• trade relations including major trading partners and organisations (ASEAN, AFTA, World Trade Organisation)<br>• immigration (*Immigration Restriction Act* 1901 or White Australia Policy, refugee policies)<br>**the development of a cohesive society**<br>• how a society celebrates diversity<br>• evolution of national identities (through sport, arts, education)<br>• policies (assimilation, multiculturalism, self-determination)<br>• events (Federation, sporting triumphs, changing policies) | **causes of change or continuity in environments**<br>• human impacts on natural environments and changes in the natural characteristics of a place (Franklin Dam, coastal urban developments)<br>• effect of green industries and environmental laws on environments<br>**causes of change or continuity in media**<br>• technological development of media formats (telegraph, CDs, television, Internet, computer software, mobile telephones)<br>• traditions of journalism and news reportage<br>• partial nature of media information and the persuasive nature of media<br>**causes of change or continuity in gender roles**<br>• roles of women in the workplace<br>• role of women in government, public administration and private enterprise<br>• changes in the construction of masculinities and femininities |

# Time, Continuity and Change

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

**Key concept:** Causes and effects          **Key process:** Communicating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **TCC 1.4** Students describe the effects of a change over time in a familiar environment. | **TCC 2.4** Students describe cause and effect relationships about events in familiar settings. | **TCC 3.4** Students organise information about the causes and effects of specific historical events. | **TCC 4.4** Students critique information sources to show the positive and negative effects of a change or continuity on different groups. | **TCC 5.4** Students explain the consequences of Australia's international relations on the development of a cohesive society. | **TCC 6.4** Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles. |
| **Students can:** Communicating | **describe effects**<br>• use appropriate language to describe effects of changes (bigger, greener, oldest, coldest, dead, growing, maybe, because)<br>• record changes in picture, photo or display form and annotate with effects<br>• create a concept map based on an observed change (Christmas is coming) and complete with effects (changes in social activity and built environment) | **describe cause and effect relationships**<br>• explain what motivated them to do something (wear a jacket that day)<br>• use a map of the local area to describe places where water pollution may end up after a storm<br>• match causes and effects in pictures, words or drama (a playground accident)<br>• list possible causes for an event (a storm, a party, a person's behaviour)<br>• use a calendar record of weather to describe why elements of the environment are in their current state (grass is yellow because of no rain)<br>• describe consequences if particular things didn't happen | **organise information**<br>• gather information from a range of sources and organise in a given table, flow chart or as short answer/long answer notes<br>• design a flow chart showing stages of an event from cause/s to effect/s<br>• skim text for main ideas and arrange into cause and effect columns in a table (how introduced species have affected Australia's natural environment)<br>• list aspects of an event and circle the cause (Franklin–Gordon campaign)<br>• scan newspapers for information on a current event and underline a range of effects (how different people are affected by a disaster)<br>• design questions for an investigation into why an event happened | **critique information sources to show positive and negative effects**<br>• develop and present a critique e.g.<br>  – analyse underlying values<br>  – speculate on stereotyping, silent voices and completeness associated with sources<br>  – construct explanations<br>  – present critique in written or non-written formats<br>• role-play a person associated with a particular change (a forestry decision) and explain how the media has or has not represented that point of view<br>• conduct an information search about an issue (China in Tibet) and conclude whose interests appear to be most represented and why<br>• explain how a statistical representation can manipulate a particular point of view (how representative are the axes on a graph? what proportion is represented how?) | **explain consequences**<br>• construct a written argument about how a policy, law, treaty or agreement affected the development of a multicultural Australia<br>• create a diagram that traces the impact of the wool industry and bush experiences on a sense of egalitarianism in Australia<br>• present a written or oral report explaining how British political developments (universal suffrage or abolition of slavery) assisted the development of cohesion in Australia<br>• create a structured referenced essay explaining how Australian involvement in the Vietnam War had short- and long-term consequences on the development of a cohesive society<br>• present a photographic essay which links evidence of an increasingly tolerant society with some particular international event | **produce a corroborated argument**<br>• produce a reasoned case<br>  – written (essay)<br>  – non-written (video production)<br>  – formal report (web-based)<br>  – script (for a speech)<br>• support central tenets of an argument/reasoned case with evidence from varied perspectives and authoritative sources<br>• use conventions for referring to verifiable evidence in the body of the text, in references and in bibliographies<br>  – the Harvard referencing system for print<br>  – inclusion of evidence in commentary and/or in running subtitles for video<br>  – hypertext for electronic media<br>  – programs and guides for artistic productions |

# Time, Continuity and Change

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

**Key concept:** Heritage      **Key process:** Reflecting

|  | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **TCC 1.5** Students identify what older people value from the past. | **TCC 2.5** Students identify similarities and differences between the experiences of family generations. | **TCC 3.5** Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds. | **TCC 4.5** Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue. | **TCC 5.5** Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages. | **TCC 6.5** Students develop criteria-based judgments about the ethical behaviour of people in the past. |
| **Students know:**<br><br>**Heritage** | **what older people value from the past**<br>• things<br>   – special places<br>   – toys<br>   – clothes<br>• lifestyle<br>   – pace of life<br>   – family<br>   – home life<br>   – leisure activities<br>   – transport<br>• traditions<br>   – celebrations<br>   – ways of speaking<br>• social structures<br>   – going to school<br>   – home jobs<br>   – gender roles<br>   – friends | **the experiences of family generations**<br>• generations in family structures e.g.<br>   – kinship systems<br>   – nuclear families<br>   – extended families<br>   – blended families<br>   – communal families<br>   – one-parent families<br>• family histories (events and traditions)<br>• experiences of individuals from different generations e.g.<br>   – care<br>   – school<br>   – work<br>   – transport<br>   – technology<br>   – leisure<br>• attitudes in different generations (children seen and not heard)<br>• enduring aspects of families (traditions)<br>• role and experiences of grandparents in different generations (care of children, care of grandparents) | **experiences of past and present Australians**<br>• social (immigration, seeking refuge, racism, sexism)<br>• political (gaining citizenship)<br>• cultural (festivals, new ideas from immigrants)<br>• work (child labour, forced labour)<br>• leisure (entertainment)<br>• science and technology (lack of recognition for an idea such as Sister Elizabeth Kenny)<br>• environmental (perceived use /misuse of a place)<br>**Australians of diverse cultural backgrounds**<br>• Anglo ethnicity<br>• non-Anglo ethnicity<br>• Aborigines<br>• Torres Strait Islanders<br>• South Sea Islanders<br>• non-English-speaking<br>• immigrants<br>• Irish and Chinese in 1850s, post-World War II Europeans, post-Vietnam War<br>• age (youth, the elderly)<br>• gender<br>• socioeconomic status<br>• dominant and marginalised groups<br>• groups identified by a cultural interest (the environment, economic activity) | **heritages from diverse perspectives**<br>• national<br>• cultural<br>• social class<br>• political<br>• gender<br>• ideological<br>• religious<br>• economic<br>• environmental<br>• dominant<br>• marginalised<br>• age<br>**global issues**<br>• human and civil rights issues (self-determination, access to democracy, freedom from torture)<br>• economic issues (right to work, right to own property, creating employment, cheap labour)<br>• environmental issues (greenhouse/global warming, whaling, endangered species)<br>• health issues (genetically modified food, advances in medicine and treatment)<br>• cultural issues (loss of ability to practise culture due to domination by another, for example Tibet)<br>• political (right to freedom of speech) | **who benefits or is disadvantaged by particular heritages**<br>• groups with or without political and economic power<br>• social classes<br>• economic groups<br>• ethnic groups<br>• different cultures<br>• dominant and marginalised cultures<br>• groups with or without access to information | **the ethical behaviour of people in the past**<br>• civil rights campaigners<br>• economic advocates<br>• peace campaigners<br>• human rights activists<br>• environmental and conservation activists<br>• reformists and revolutionaries<br>• scientists and technologists<br>• participants in significant events related to conflict, compromise and consensus<br>• civic leaders |

# Time, Continuity and Change

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

**Key concept:** Heritage    **Key process:** Reflecting

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **TCC 1.5** Students identify what older people value from the past. | **TCC 2.5** Students identify similarities and differences between the experiences of family generations. | **TCC 3.5** Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds. | **TCC 4.5** Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue. | **TCC 5.5** Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages. | **TCC 6.5** Students develop criteria-based judgments about the ethical behaviour of people in the past. |
| **Students can:**<br><br>**Reflecting** | **identify what is valued**<br>• ask questions about what older people value (guest speaker)<br>• circle items in a word list or picture chart which represent what is valued by familiar older people<br>• make comparisons (what they value and what older people value) | **identify similarities and differences**<br>• use a table of columns to record events, traditions, valued objects and other aspects of life between generations<br>• locate information; list all findings under headings of generations; and make conclusions about the similarities between generations (children like having fun, playing with friends, stories)<br>• list personal experiences about getting to school then compare to those of an elderly class guest<br>• map the location of own extended family members at two generations and compare results | **describe various perspectives**<br>• after an investigation of an event (forced South Sea Islander labour in Queensland), describe the range of perspectives involved via conversation bubbles (an adult and child Islander, politician and cane farmer, manufacturer and trader, emancipist and Indigenous person, an international attitude)<br>• gather information about people's experiences during the gold rushes of the 1850s; identify whose stories are told; and predict the perspectives of those not well represented (children, women, local Aborigines)<br>• use a text (Nadia Wheatley's *My Place*) to identify children's perspectives about a place over time<br>• gather and group the views of diverse people in the school about a significant day (Easter) | **review and interpret heritages to create a preferred future scenario**<br>• review a range of given perspectives about a particular heritage (a constitutional monarchy), interpret how these perspectives evolved and explain a preferred future situation<br>• reconsider the heritage of a particular place (Antarctica, the Amazon Rainforest) based on its value to different groups and describe a preferred future<br>• create two future timelines which review and forecast the heritage of a people from the perspectives of two groups (past and future Tibetan culture from various Tibetan, Chinese or Western perspectives)<br>• draw and electronically label a future scene that revolves around a current global issue<br>• compare own life with a working child in an underdeveloped economy; identify heritages and reasons for the differences and describe a preferred future for both people | **identify values inherent in historical sources**<br>• evaluate an historical source for its intended audience and message<br>• identify what heritage is valued in an historical source and explain how these values benefit or disadvantage groups<br>• use values clarification techniques to identify values evident in historical sources<br>  − play a simulation game which requires or develops empathy and, in the debriefing, clarifies values<br>  − enact a scene where characters of marginalised and dominant cultures reveal their different perspectives concerning the same heritage<br>  − use an image of a group of people and a heritage to clarify what a person in the photograph could have done to make this heritage better or to explain why we should celebrate their life | **develop criteria-based judgments**<br>• use ethics in a process for developing criteria<br>  − recognise that ethical behaviour is intentional behaviour<br>  − consider contexts of the behaviour (whether it was informed and intentional, the ends, means and consequences involved and whether it was selfish)<br>  − identify whether any absolute beliefs apply to this behaviour<br>• introspect and reconsider<br>  − how would 'I' have behaved?<br>  − what values would 'I' have applied?<br>  − can we judge the behaviours of people in the past by the values of today?<br>• construct and apply criteria<br>  − decide on relative importance of each criterion<br>  − give judgments, not opinions<br>  − substantiate<br>  − reveal the values of those doing the judging |

# 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:** Human–environment relationships  **Key process:** Investigating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **PS 1.1** Students match relationships between environmental conditions and people's clothes, food, shelter, work and leisure. | **PS 2.1** Students identify how environments affect lifestyles around Australia. | **PS 3.1** Students compare how diverse groups have used and managed natural resources in different environments. | **PS 4.1** Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource. | **PS 5.1** Students synthesise information from the perspectives of different groups to identify patterns that constitute a region. | **PS 6.1** Students use criteria and geographical skills to develop conclusions about the management of a place. |
| **Students know:**<br><br>**Human–environment relationships** | **environmental conditions**<br>• seasons<br>• weather<br>• location<br>• natural features (mountains, beach, desert, forest)<br>• built features (local facilities, airconditioning)<br>• health of environment (polluted water) | **environments around Australia**<br>• rural, regional and urban<br>• natural and built<br>• coastal, hinterland and inland<br>• defined by industry<br>• defined by climate and weather<br>**how environments affect lifestyles**<br>• housing (designs for particular climates)<br>• work (linked to local industries such as farm work, factory work, sea work)<br>• leisure (limitations and freedoms as a result of natural, social and built environments)<br>• clothing (links to climate and culture)<br>• food (access, availability, cultural influences) | **different environments**<br>• grasslands<br>• bushland<br>• rainforests<br>• marine<br>• deserts<br>• alpine<br>• mangroves<br>• catchments<br>• arctic<br>**natural resources**<br>• water<br>• soil<br>• air<br>• minerals<br>• timber<br>• animal resources<br>• plants<br>**diverse groups**<br>• Indigenous groups<br>• Australian colonial settlers<br>• Australian migrant groups<br>• large industry, cottage industry<br>• women<br>**use and management**<br>• sustainability (controlled burning practices of Indigenous groups, fishing quotas)<br>• conservation (reforestation, sand dune repair)<br>• preservation (laws, World Heritage listing)<br>• exploitation (overgrazing of livestock, residential waterfront development)<br>• excessive use (water use in the Murray–Darling Rivers system, one driver per car commuting) | **a familiar resource**<br>• timber products (paper)<br>• fibre products (clothes)<br>• food products (hamburger)<br>• chemical products (petrol)<br>• electrical products (sound system)<br>**ecological factors associated with production and consumption of a familiar resource**<br>• resources (renewable, scarce)<br>• use of utilities in production (water, energy)<br>• effects of production on air, land and water<br>• disposal, reuse and recycling of waste and by-products<br>• transport and packaging<br>• health issues for consumers and producers<br>**economic factors associated with production and consumption of a familiar resource**<br>• meeting needs and wants<br>• employment<br>• government regulations<br>• availability of factors of production e.g.<br>– land<br>– labour<br>– capital<br>– enterprise<br>• consumer income<br>• consumer location<br>• market for product<br>• advertising | **perspectives of different groups**<br>• perspectives e.g.<br>– cultural<br>– political<br>– religious<br>– socioeconomic<br>– environmental<br>• different groups e.g.<br>– Indigenous groups<br>– religious groups<br>– refugees<br>– political groups<br>– age<br>– employment status<br>**patterns that constitute a region**<br>• physical (topographic, climate, vegetation, natural resources)<br>• political (local, state, national)<br>• social (education levels, age, religion, life expectancies)<br>• economic patterns (employment, industrial and business zones) | **management of a place**<br>• positive management practices e.g.<br>– sustainable development<br>– conservation<br>– preservation<br>– protection<br>• mismanagement e.g.<br>– exploitation<br>– unsustainable practices<br>– overuse<br>– pollution<br>– degradation<br>• place e.g.<br>– social, natural, built places<br>– catchment<br>– built environments<br>– farmland<br>– forests<br>– mangroves |

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| **Students can:**<br><br>**Investigating** | **match relationships**<br>• match pictures of environmental conditions with appropriate clothing, food, shelter, work and leisure e.g.<br>  – hot weather → cool clothing<br>  – colder climates → heating in houses<br>  – tropical climates → tropical fruits<br>  – cold climates → people on snow ploughs<br>  – hot climates → watersports<br>• use a pictorial calendar to match pictures related to daily human activity and the weather (umbrella, hat)<br>• link unfamiliar environmental conditions to human activity (snow and leisure, desert and using camels for work, rainforest and housing) | **identify how environments affect lifestyle**<br>• use a simple investigation process e.g.<br>  – identify Australian environments using a range of sources<br>  – identify aspects of lifestyles within some environments<br>  – make links between aspects of environments and influences on lifestyles<br>  – identify cause and effect relationships<br>  – develop and express conclusions | **compare resource use and management**<br>• use an investigation process e.g.<br>  – identify a place, its natural resources and different groups that have been connected with the place<br>  – gather information and evidence from a range of sources about the use and management of the place<br>  – sort and classify information about use and management of resources<br>  – present comparisons of information (Venn diagram, table, spreadsheet, report) | **make justifiable links**<br>• use an investigation process e.g.<br>  – identify familiar resources (sports shoes)<br>  – gather and sort information from a range of sources about production and consumption (location of manufacture, reasons for price, economic and ecological issues associated with product)<br>  – identify and express links using evidence (oral presentation, display, multimedia presentation, diagram, written report)<br>• use given examples of linear and cyclical models of resource production and consumption (*The Natural Step* model from Sweden) to compare ecological and economic sustainability<br>• decide whether the consumption of a familiar resource follows a linear or cyclical process in relation to ecological sustainability (*The Natural Step*) | **synthesise information to identify patterns**<br>• combine a variety of information to identify boundaries and patterns e.g.<br>  – define a city by political boundaries, population demographics, zones for housing, business and industry<br>  – define a region by using Aboriginal language boundaries<br>  – identify a specific farming region using statistics of food production and soil, climate and vegetation data<br>  – classify an area within a current social, economic or political region by highlighting patterns present within these regions (ethnic groupings in a city, types of work and associated industries in a regional centre)<br>  – identify relationships that may exist between voting patterns and unemployment levels to classify a region | **use criteria and geographic skills to develop conclusions**<br>• engage in an inquiry process e.g.<br>  – develop criteria appropriate to inquiry<br>  – apply geographic skills (follow the steps of a geographical inquiry, translate from photograph to map to cross-section)<br>  – devise weighting for each criterion<br>  – use weighted criteria to make decisions<br>  – identify assumptions in conclusions<br>  – reflect on conclusions and revisit criteria and the inquiry process<br>  – express conclusions highlighting data gathered using geographical skills |

# 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:** Processes and environments    **Key process:** Creating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **PS 1.2** Students make connections between elements of simple ecosystems. | **PS 2.2** Students predict possible consequences for an ecological system when an element is affected. | **PS 3.2** Students create and undertake plans that aim to influence decisions about an element of a place. | **PS 4.2** Students predict the impact of changes on environments by comparing evidence. | **PS 5.2** Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems. | **PS 6.2** Students create proposals to resolve environmental issues in the Asia-Pacific region. |
| **Students know:** <br><br> **Processes and environments** | **simple ecosystems** <br>• fish bowl <br>• pond <br>• terrarium <br>• garden <br>• bush <br>**elements of ecosystems** <br>• plants <br>• animals <br>• water <br>• soil <br>• air <br>• rocks | **ecological systems** <br>• simple food chain <br>• aquarium <br>• stream <br>• forest <br>• garden <br>• park <br>**when an element is affected** <br>• removal (removing predators of the crown of thorns starfish which destroys coral) <br>• introduction such as foreign species (cane toad, lantana) that are destroying native species <br>• modification (damming a river affecting plant and fish life in associated waterways) <br>**consequences** <br>• positive (removing noxious weeds allows native plant species to grow) <br>• negative (introduction of chemicals can poison native birds, animals and waterways) | **elements of a place** <br>• elements e.g. <br>  – living (plants, animals) <br>  – non-living (physical features, rock formations) <br>  – catchments (small stream, creek or pond) <br>• places e.g. <br>  – ecosystems (school vegetable garden or arboretum, local park, nature reserve) <br>  – school community (playground, classroom) <br>**decisions about places** <br>• local council decisions <br>• student, parent, teacher decisions <br>• personal decisions <br>• business decisions | **environments** <br>• natural (catchments, local reserves, rainforest, Antarctic places) <br>• social (city, town, community) <br>• built (heritage listed buildings, farms) <br>**impact of changes on environments** <br>• positive and negative impacts e.g. <br>  – removal of trees for urban development leading to erosion and increased salination of soil <br>  – removal of non-native fish species from dams <br>• human and natural changes leading to improved native species biodiversity e.g. <br>  – preservation <br>  – protection <br>  – pollution <br>  – erosion <br>  – urbanisation <br>  – tourism <br>  – desertification <br>  – salination <br>  – revegetation | **relationships within and between natural systems** <br>• dependence and interdependence e.g. <br>  – water cycle <br>  – food webs <br>  – ecosystems <br>• addition of an element to a system e.g. <br>  – introduction of non-native plants and animals through ballast water in ships entering local waterways <br>  – introduction of food waste in waterways and the impact on treatment and reuse of water <br>• removal of an element from a system e.g. <br>  – removal of natural predators from wildlife reserves <br>  – removal of vegetation that provides habitats and protects the soil <br>• introduction of chemicals into a land, air or water system e.g. <br>  – fertilisers <br>  – herbicides <br>  – pesticides <br>  – growth hormones <br>  – fluorocarbons | **environmental issues in the Asia-Pacific region** <br>• global warming (Pacific Islands and rising sea levels) <br>• tourism (Bali and cultural and environmental degradation) <br>• resource management (use of rainforests for timber in Asia) <br>• sustainable economic development (sustainable primary industries and industry diversity to lessen environmental impacts) <br>• optimum population (India and China) <br>• trade (ethical considerations for trade in clothing and other consumer goods) <br>• effects of poverty and poor education on use of environment |

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| **Students can:**<br><br>**Creating** | **make connections**<br>• identify relationships e.g.<br>  – animals need food and water<br>  – plants need water and sunlight<br>  – pond animals need clean water<br>• express simple conclusions e.g.<br>  – if I forget to water the plants, they will die<br>• label or illustrate elements in an ecosystem diagram (outline of a tree, shape of a fish bowl)<br>• create own ecosystem diagram based on fact or fiction | **predict possible consequences**<br>• use knowledge of a simple food chain to suggest what might happen if an element is removed (effect on snakes if rats are removed)<br>• use observations of a familiar ecological system (fish pond) to suggest what might happen if an element is changed (a large number of fish are introduced)<br>• write a prediction of life from the point of view of an affected living thing in an ecosystem | **create and undertake plans that aim to influence decisions**<br>• engage in a creative and strategic process e.g.<br>  – identify an issue about an element of a place (water use in school)<br>  – gather information about the issue and decisions made to date (who made the decisions? how effective were the decisions?)<br>  – brainstorm options and classify as possible and/or preferred<br>  – develop a plan with a target audience in mind (create conservation strategies appropriate to target audience)<br>  – consider possible consequences of plan (who will be affected)<br>  – implement plans (attend school meeting to explain how auditing water consumption and implementing a student awareness campaign could lead to reduced water rates)<br>  – evaluate effectiveness of the plan in terms of outcomes achieved (water consumption levels before and after audit and campaign) | **predict the impact by comparing evidence**<br>• engage in a creative process e.g.<br>  – compare evidence to identify similarities, differences, before and after impacts or consequences (photographic diary of local area, field studies, measurement of soil pH or water quality, oral histories)<br>  – draw conclusions from comparative evidence (decline in local wildlife over a period of time, change in local area from small farming to densely populated urban)<br>  – make predictions based on evidence<br>  – express predictions<br>• create a board game based on a model of a real or fictitious environment, with 'interdependence' underpinning the game's moves<br>• use analogies as a model to create own analogy of environmental interdependency (Chief Seattle's letter; 'If all the human beings on the planet were to die tomorrow …, If all the trees on the planet were to die tomorrow …'; Joe Miller's 'If the earth were only a few feet in diameter …') | **design strategies for evaluating environmental impacts**<br>• engage in a strategic and creative process e.g.<br>  – identify an issue: local, national, international or global<br>  – locate and gather evidence from a range of sources<br>  – consider and evaluate possible environmental impacts<br>  – develop criteria for evaluating impacts<br>  – develop strategies based on collected evidence<br>  – consider the possible impacts of strategies (on the Earth's self-regulatory mechanism)<br>  – identify the most effective strategy<br>  – test the strategy (compare with outside agencies and those developed by experts)<br>  – compare with strategies designed by students from other schools or communities (exchanging water quality data via the Internet) | **create proposals to resolve issues**<br>• engage in a creative process based on informed understandings of issues e.g.<br>  – identify an environmental issue with competing interests (ecological and economic)<br>  – discuss initial perceptions and tentative ideas for resolution of the issue<br>  – synthesise and evaluate evidence to develop tentative ideas into a proposal<br>  – create and express proposals such as written report, speeches, combination of genres (display, simulation game, web page, multimedia presentation) |

# Place and Space

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**Key concept:** Stewardship    **Key process:** Participating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **PS 1.3** Students participate in a cooperative project to cater for the needs of living things. | **PS 2.3** Students cooperatively plan and care for a familiar place by identifying needs of that place. | **PS 3.3** Students cooperatively collect and analyse data obtained through field study instruments and surveys, to influence the care of a local place. | **PS 4.3** Students participate in a field study to recommend the most effective ways to care for a place. | **PS 5.3** Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations. | **PS 6.3** Students initiate and undertake an environmental action research project based on fieldwork. |
| **Students know:**<br><br>**Stewardship** | **needs of living things**<br>• water<br>• food<br>• clothing<br>• shelter<br>• love<br>• protection and safety<br>**care of living things**<br>• maintaining<br>  – watering the garden<br>  – feeding pets<br>  – respecting wildlife<br>• improving conditions<br>  – removing weeds<br>  – providing protection from predators | **familiar places**<br>• schoolgrounds<br>• gardens<br>• classroom<br>• aquarium<br>• home<br>• community<br>• farm<br>• park/recreational place<br>**needs of a familiar place**<br>• water<br>• sunlight<br>• nutrients<br>• maintenance (weeding, removing rubbish, repairs)<br>• needs specific to a place (rules, noise reduction) | **local places**<br>• schoolgrounds<br>• park/reserve<br>• sports facilities<br>• waterway<br>• catchment<br>• roadside<br>• telephone boxes<br>• farm<br>• shopping centre<br>**care of a place**<br>• who cares for a place e.g.<br>  – local council<br>  – citizens<br>  – community groups<br>  – organisations and campaigns (Keep Australia Beautiful, Landcare, Tidy Schools Competition, Waterwise)<br>• how places are cared for e.g.<br>  – neglect<br>  – maintenance<br>  – protection<br>  – improvement<br>**field study instruments and surveys**<br>• simple water testing kit<br>• animal identification chart<br>• simple soil testing kit<br>• rain gauge, water meter<br>• graph, quadrant grid<br>• thermometer<br>• trundle wheel<br>• binoculars<br>• open-ended questionnaire<br>• closed-ended questionnaire<br>• scattergram<br>• interview | **place**<br>• local to global settings<br>**care for a place**<br>• prevention e.g.<br>  – awareness campaign relating to sand dune erosion<br>  – government regulations on the disposal of waste<br>• conservation e.g.<br>  – installation of water saving devices<br>  – alternative sources of energy generation<br>• protection e.g.<br>  – legislation regarding mangroves<br>  – World Heritage listing of certain places<br>**field study**<br>• data-gathering techniques e.g.<br>  – water testing<br>  – measurement (increase in area of erosion over time)<br>  – Internet interviews and research (of environmental research in Antarctica)<br>  – observation (species count, identification of range of plant species through use of grids)<br>  – surveys (number of people using national park)<br>  – graphing (amount of traffic using local area streets)<br>  – sketching (soil profiles, animal and plant samples)<br>  – photographs (collection of series of photos over time) | **global locations**<br>• Asia-Pacific region<br>• regions defined by an inquiry<br>• zones (climatic, vegetation)<br>• places of contemporary significance<br>**impacts on ecosystems**<br>• natural impacts e.g.<br>  – tidal waves<br>  – earthquakes<br>  – cyclones/hurricanes<br>  – El Nino/La Nina<br>  – hybridisation of species<br>• human impacts e.g.<br>  – war<br>  – commercial fishing<br>  – mining<br>  – manufacturing<br>  – logging<br>  – nuclear testing<br>  – industry<br>  – technology<br>  – scientific developments<br>  – population<br>  – transport<br>  – global warming | **environmental action research project (community problem solving)**<br>• environmental issue in local, national and global context<br>• action research process<br>  – problem identification<br>  – problem investigation<br>  – data evaluation<br>  – action possibilities<br>  – outcomes prediction<br>  – action selection<br>  – action implementation<br>  – action evaluation<br>  – new problem identification and process revisit |

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| **Students can:**<br><br>**Participating** | **participate in a cooperative project to cater for needs**<br>• engage in a cooperative process<br>　– describe the needs of living things associated with a project (establishing a fish tank)<br>　– identify and list ways to care for living things (feeding and cleaning)<br>　– discuss and take on roles to care for living things | **cooperatively plan and care for a place**<br>• initiate and engage in a cooperative process e.g.<br>　– negotiate levels of cooperation (pairs, small teams, whole class)<br>　– identify needs of a place (health of a waterway)<br>　– establish roles for teams and within teams<br>　– enact plans (clean up waterway)<br>　– evaluate effectiveness of plans (how well did the plan work?) | **cooperatively collect and analyse field study data about a local place**<br>• engage in a cooperative process e.g.<br>　– help each other use field study instruments and surveys<br>　– share and analyse collected information (health of soil or water, litter tally, observations of bird or animal life)<br>**influence the care of a place**<br>• design and implement a strategy to influence e.g.<br>　– synthesise data to focus on cause of problem (who, what and how)<br>　– act to influence by identifying audience and appropriate strategy (write a letter of complaint to the local council, lobby student council, design information posters targeted at peers) | **participate in a field study to make recommendations**<br>• plan and participate in a field study e.g.<br>　– identify an issue about a place<br>　– negotiate and organise cooperative structures<br>　– gather data from a field study<br>　– synthesise information into solutions (list of recommendations)<br>　– undertake action based on recommendations (sharing information with other interested parties, using various communication modes, forming a lobby group, performing practical and collective actions) | **participate in geographical inquiries to evaluate**<br>• engage in a geographical inquiry e.g.<br>　– collaboratively develop key questions using a framework<br>　– what and where are the issues or patterns being studied?<br>　– how and why are they there?<br>　– what are their impacts or consequences?<br>　– what can be done to improve the situation?<br>　– observe, record and describe a social, natural or built environmental pattern or activity<br>　– analyse and share findings<br>　– cooperatively explore and evaluate likely impacts | **initiate and undertake a project based on fieldwork**<br>• engage in a cooperative process e.g.<br>　– share perceptions to identify an issue<br>　– establish criteria to validate that an issue exists<br>　– engage in fieldwork data collection using a variety of measurement instruments such as 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)<br>　– complete an action research process |

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**Key concept**: Spatial patterns    **Key process:** Communicating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **PS 1.4** Students organise and present information about places that are important to them. | **PS 2.4** Students use and make simple maps to describe local and major global features including oceans, continents, and hot and cold zones. | **PS 3.4** Students use and make maps to identify coastal and land features, countries, continents, and climate zones. | **PS 4.4** Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns. | **PS 5.4** Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region. | **PS 6.4** Students use maps, tables and statistical data to express predictions about the impact of change on environments. |
| **Students know:**<br><br>**Spatial patterns** | **places of personal importance**<br>• natural, social and built places of importance e.g.<br>– home<br>– school<br>– Safety House<br>– shopping/service centre<br>– out-of-school care<br>– beach<br>– library<br>– playground<br>– Scout/Guide den<br>– surf lifesaving club<br>– farm<br>– forests<br>– grandparent's home<br>**information about places**<br>• representations of a place e.g.<br>– drawing<br>– photograph<br>– symbol<br>– artefact<br>– plan<br>– map<br>– model<br>• spatial information about a place e.g.<br>– features (plants, people, colours)<br>– size and shape of a place<br>– boundary (the school fence, as far as the eye can see)<br>• feelings that a place of importance evokes<br>• significant event related to a place<br>• people related to a place<br>• activities related to a place<br>• things related to a place | **simple maps**<br>• simple maps with standard symbols (landforms, colour coded keys, relative size of objects)<br>• various symbols of the Earth (wall map, globe)<br>• plan views (playground, floor plan of classroom/bedroom)<br>• personal mental maps<br>• picture maps (shopping centre)<br>• models (of landforms, local area features)<br>**major local features**<br>• natural features (waterways, parks, mountains, vegetation)<br>• built features (roads, post office, town hall, shopping areas, heritage sites, tourist sites, industry)<br>• distinctive local features (river, bay, desert, dam, cattle stations)<br>• location of local area in relation to state and nation<br>• Australian States, Territories, capital cities and major physical features<br>• alphanumeric references (B2)<br>• compass points (N, S, E, W)<br>**major global features**<br>• oceans: Pacific, Southern, Indian, Atlantic, Arctic<br>• continents: Australia, Antarctica, Asia, North America, South America, Europe, Africa<br>• hot/cold zones in relation to the Equator and North/South Poles<br>• northern/southern hemispheres<br>• regions or countries which have relevance (LOTE country, where family members came from)<br>• rivers, mountains, lakes, islands, deserts | **maps**<br>• atlas and wall maps with simple legends, abbreviations and scale (1 cm: 1 m)<br>• globe<br>• street directory<br>• simple historical maps<br>• personal mental maps<br>• models<br>**coastal and land features**<br>• coastal features (river mouth, bay, beach, gulf, reef, tributary, delta, spit, strait, island archipelago)<br>• land features (mountain, peninsula, peak, cape, desert, valley, lake, hill)<br>• Australian examples of coastal and land features<br>• location of features using simple scale and intercardinal compass points (NW, SE)<br>**continents and countries**<br>• political boundaries of countries within continents<br>• countries relevant to study topics<br>• Asia-Pacific region<br>**climate zones**<br>• zones defined by lines and degrees of latitude<br>– Equator<br>– Tropics of Capricorn and Cancer<br>– Antarctic and Arctic Circles<br>• climatic terminology (polar, tropical, temperate) | **thematic maps**<br>• distribution maps (resources, land use, population, religion, agriculture, industry, language, per capita income)<br>• zoned maps (climate, vegetation, physical, political, Australian territories)<br>• common maps (weather, tourist, road, orthophoto, electronic)<br>• various projections (globe, vertical and oblique profiles, aerial and satellite photo maps, other than Mercator)<br>**latitude, longitude, compass and scale references**<br>• lines of longitude (prime meridian, 180 degree meridian)<br>• degrees of lines of latitude and longitude<br>• coordinates according to longitude and latitude<br>• scale for distance calculations (1 cm: 1 km)<br>**global patterns**<br>• physical, ecological, social and economic patterns<br>• distributions (resources, land use, population, religion, agriculture, industry, language, per capita income)<br>• changing patterns (climate, land use, population) | **maps**<br>• choropleth<br>• topographic<br>• population<br>• economic<br>• political<br>**diagrams**<br>• flow diagrams<br>• proportional graphs<br>**statistics**<br>• mean<br>• median<br>• bar graphs<br>• column graphs<br>• line graphs<br>• climographs<br>• combination maps<br>**environments in Australia and the Asia-Pacific region**<br>• natural environments (deserts in Australia, rainforests in Asia, coral reefs in the Pacific)<br>• built environments (farming regions in Australia, tourist resorts in the Pacific, cities in Asia)<br>• social environments (regional communities in Australia, families in Asia, language groups in the Pacific) | **maps**<br>• climatic<br>• vegetation<br>• political<br>• choropleth<br>• weather<br>• historical<br>• topographic<br>• endangered species distribution<br>**tables**<br>• life expectancies<br>• income distributions<br>• population distribution<br>**statistical data**<br>• percentages<br>• mean<br>• median<br>**impact of change on environments**<br>• natural impacts (tidal wave, cyclone, earthquake, drought, fire, flood)<br>• human impacts (global warming, pollution, species extinction, genetic engineering, dams, farming, urbanisation)<br>• positive or negative consequences of impact<br>• reversible or non-reversible effects of impact |

# 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:** Spatial patterns　　**Key process:** Communicating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **PS 1.4** Students organise and present information about places that are important to them. | **PS 2.4** Students use and make simple maps to describe local and major global features including oceans, continents, and hot and cold zones. | **PS 3.4** Students use and make maps to identify coastal and land features, countries, continents, and climate zones. | **PS 4.4** Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns. | **PS 5.4** Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region. | **PS 6.4** Students use maps, tables and statistical data to express predictions about the impact of change on environments. |
| **Students can:**<br><br>**Communicating** | **organise and present information**<br>• explain a sense of plan view (by looking at the garden from a balcony)<br>• independently represent information about a place in various forms (prose, drawing, photographs, found object display, picture map)<br>• with guidance, represent information about a place in a model or a map that uses smaller objects to represent larger ones<br>• describe things in relation to other things in a place using terms (near, far, right, left, in front of, under, closer, nearest, bigger)<br>• list familiar places from most to least important and explain reasons<br>• add words to a concept map that describe activities and feelings associated with an important place | **use and make simple maps to describe features**<br>• map features of a place using simple symbols, references and terminology<br>• refer to symbols, direction from other places and location to describe a local, national or global place<br>• create a mental map with symbols and terminology to describe a familiar place and compare to later versions after further investigation of the area | **use and make maps to identify features**<br>• verbally describe places on a map by interpreting standard symbols, references, abbreviations and terminology<br>• use standard symbols, references, abbreviations and terminology to locate land and coastal features, countries, continents and climatic zones on a range of maps<br>• create simple maps of local to global places using invented and standard symbols, abbreviations, references and terminology | **use references to make inferences about global patterns**<br>• identify relationships between global features/one feature over time to describe a global pattern e.g.<br>　– correlate population and per capita income distributions to make inferences about developing and developed nations<br>　– use photographs, field sketches, climate maps and graphs to argue an inference that rising sea levels result from global warming<br>　– compare maps of global forests over time to make inferences about the Greenhouse Effect<br>　– compare maps of El Nino and La Nina patterns to predict effects on agriculture in Australia<br>　– use climate and vegetation maps to infer how these factors might influence lifestyle in a particular place | **use maps to justify value placement**<br>• refer to information from maps, diagrams and statistics to identify social values (heritage listings, national parks)<br>• consider possible perspectives of cartographers and statisticians (Indigenous and non-Indigenous perspectives, purpose and audience considerations)<br>• gather statistical data that supports justifications (listing the Great Barrier Reef as a natural wonder of the world due to unique species and the size of the reef)<br>• express justifications using map legends and apply criteria | **use maps, tables and statistics to express predictions**<br>• graph and map trends before and after the introduction of conservation measures or after a development that uses natural resources<br>• combine tables and maps to identify trends and express predictions (changes to natural habitats may impact on endangered animal or plant species) |

# 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    **Key process:** Reflecting

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **PS 1.5** Students describe the relationships between personal actions and environmentally friendly strategies in familiar places. | **PS 2.5** Students express a preferred future vision for a familiar place based on observed evidence of changes and continuities. | **PS 3.5** Students describe the values underlying personal and other people's actions regarding familiar places. | **PS 4.5** Students explain whether personal, family and school decisions about resource use and management balance local and global considerations. | **PS 5.5** Students evaluate ideas concerning sustainability to identify who may benefit and who may be disadvantaged from changes to a Queensland industry. | **PS 6.5** Students make clear links between their values of peace and sustainability and their preferred vision of a place. |
| **Students know:** <br><br> **Significance of place** | **familiar places** <br> • home <br> • school <br> • playground <br> • out-of-school care <br> • local areas <br> • parks <br> • green areas <br> • waterways <br> • shopping/service centre <br> **personal actions** <br> • consumption habits and patterns e.g. <br>   – use of water <br>   – use of energy <br> • waste disposal habits e.g. <br>   – disposal of rubbish <br>   – recycling paper and cans <br>   – reusing materials <br> **environmentally friendly strategies** <br> • recycling (paper, aluminium) <br> • reusing (packaging, water) <br> • conserving (saving water, limiting power use) <br> • improving (planting trees) <br> • protecting (using footpath and walkways) | **familiar place** <br> • schoolgrounds, local area, home <br> • places of personal preference <br> • places that evoke feelings <br> • place with a meaningful connection <br> **observed evidence of changes and continuities** <br> • photographs (documenting continuing land use) <br> • sketches (illustrating progress of a building site) <br> • recorded data over time (tally of bird life) <br> • evidence, oral histories, physical changes (removal of trees, road construction, protection of heritage sites) <br> **preferred future vision** <br> • view of future based on personal preference <br> • description of hopes for a place | **familiar places** <br> • schoolgrounds <br> • local area <br> • catchment <br> • reserves, parks <br> • sports club <br> • Internet community <br> • defined by culture, spirituality, nature, leisure <br> • places that evoke personal feelings or have meaningful connections <br> **values** <br> • ecological <br> • monetary <br> • economic (work) <br> • heritage <br> • spiritual <br> • religious <br> • cultural <br> • recreational/fun <br> **personal and other people's actions** <br> • using <br> • protecting <br> • conserving <br> • exploiting <br> • abusing <br> • neglecting | **personal, family and school decisions about resource use and management** <br> • economic decisions (cost of products) <br> • ecological decisions (unbleached paper) <br> • political decisions (Australian made goods) <br> • social decisions (products from charities) <br> • emotional decisions (colour preference) <br> • psychological decisions (advertising) <br> • cultural decisions (religious laws) <br> **local and global considerations** <br> • local employment versus global poverty <br> • over-consumption versus under-consumption (food) <br> • local resource use versus global ecological degradation (rainforest hardwoods) <br> • local uranium industry and global nuclear arms proliferation <br> • personal consumer choices versus unethical product processes (popular clothing manufactured in sweatshops by children) | **ideas concerning sustainability** <br> • conservation <br> • recycling <br> • appropriate technology/alternative technology <br> • extinction <br> • exploitation <br> • intergenerational and interspecies equity <br> • green tax <br> • green investment and marketing <br> • consumerism <br> • environmentalism <br> **who may benefit and be disadvantaged from changes** <br> • rich/poor <br> • rural/urban <br> • present generation/future generations <br> • employers/employees <br> • employed/unemployed <br> • people who use environment for recreation/people who use environment as an industry resource <br> **changes** <br> • size such as profit growth, geographic growth, market growth (domestic, international), downsizing labour, loss of market share <br> • technology (labour intensive, capital intensive) <br> • ownership (public to private, local to national to global) <br> • regulation (increased or decreased) <br> **Queensland industry** <br> • primary (mining, agriculture, pastoral, fisheries, timber) <br> • secondary (manufacturing) <br> • tertiary (tourism, services, education, medical/scientific, technology, sport) <br> • alternative industries | **values of peace** <br> • reconciliation <br> • cooperation <br> • empathy <br> • hope and optimism <br> • tolerance <br> • non-violence <br> • interdependence <br> **values of sustainability** <br> • heritage values <br> • biodiversity <br> • intergenerational equity <br> • ecological integrity <br> • conservation <br> • wilderness values <br> **preferred vision of a place** <br> • view of a place based on personal preferences |

# 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    **Key process:** Reflecting

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **PS 1.5** Students describe the relationships between personal actions and environmentally friendly strategies in familiar places. | **PS 2.5** Students express a preferred future vision for a familiar place based on observed evidence of changes and continuities. | **PS 3.5** Students describe the values underlying personal and other people's actions regarding familiar places. | **PS 4.5** Students explain whether personal, family and school decisions about resource use and management balance local and global considerations. | **PS 5.5** Students evaluate ideas concerning sustainability to identify who may benefit and who may be disadvantaged from changes to a Queensland industry. | **PS 6.5** Students make clear links between their values of peace and sustainability and their preferred vision of a place. |
| **Students can:**  **Reflecting** | **describe relationships** <br> • explain how a particular personal action relates to conservation of the environment (I turn the taps off because…) <br> • complete 'what if?' scenarios (what happens if I put food down the drain?) <br> • seek explanations from older students about their environmentally friendly strategies | **express a preferred future vision based on observed evidence** <br> • engage in a two-step process e.g. <br> – apply imagination to observed evidence to develop a preferred future vision <br> – express preferred future vision (diagram, picture, song, drama, story, oral report, enactment) | **describe the values underlying actions** <br> • collect and show evidence of how they and others value a place (Indigenous art) <br> • label pictures of how a place is cared for to illustrate values underlying actions <br> • identify values that conflict with their own about a place | **explain whether decisions balance considerations** <br> • use a concept web, flow chart or Plus/Minus/Interesting chart to link decisions about local resource use and the impact that decisions have on people and environments <br> • construct a simple table listing reasons for and implications of a personal decision about resource use, and weigh up the ethics of that decision | **evaluate ideas to identify** <br> • make judgments based on e.g. <br> – role-plays where the feelings of people affected by the introduction of sustainable practices are identified <br> – lists of advantages and disadvantages of a change to a Queensland industry (restrictions placed on logging, diversification of crops) <br> – real-life case studies (irrigation and the cotton industry, introduction of ecotourism) | **make clear links between values and vision** <br> • electronically connect descriptions with values needed to create a preferred vision of that place <br> • illustrate a vision of a place and describe the values linked to the vision <br> • participate in a practical project that contributes to a future vision of a place based on a plan underpinned by peace and sustainability |

# Culture and Identity

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

**Key concept:** Cultural diversity     **Key process:** Investigating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **CI 1.1** Students compare ideas and feelings about stories of diverse cultures including Torres Strait Islander cultures and Aboriginal cultures. | **CI 2.1** Students describe the similarities and differences between an aspect of their Australian life and that of a culture in the Asia-Pacific region. | **CI 3.1** Students identify the contributions of diverse groups, including migrants and Indigenous peoples, to the development of their community. | **CI 4.1** Students investigate how religions and spiritual beliefs contribute to Australia's diverse cultures. | **CI 5.1** Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects. | **CI 6.1** Students analyse the ways in which various societies inhibit or promote cultural diversity. |
| **Students know:**<br><br>**Cultural diversity** | **stories of diverse cultures including Aboriginal cultures and Torres Strait Islander cultures**<br>• contemporary and traditional stories in various forms e.g.<br>　– oral/written/video/film<br>　– dramatic, dance<br>　– puppets<br>　– sand/string stories<br>　– myths, legends, fairytales<br>　– nursery rhymes<br>　– personal cultural stories (describing an experience)<br>• Indigenous stories including Aboriginal Dreaming stories and Torres Strait Islander legends e.g.<br>　– of traditional and contemporary aspects of life<br>　– that indicate Indigenous people's long period of occupation<br>　– that make connections between traditional and contemporary Indigenous children<br>　– that identify similarities between Indigenous and non-Indigenous children today<br>• stories that describe aspects of other cultures e.g.<br>　– similarities with people from other cultures<br>　– how different people solve the same problem (stealing, managing emotions)<br>　– why some cultural practices are different<br>• stories that transmit culture and beliefs e.g.<br>　– morals<br>　– creation stories | **aspect of their Australian life and that of a culture in the Asia-Pacific region**<br>• shopping<br>• home life of children<br>• school life of children<br>• food and rituals<br>• family leisure<br>• transport<br>• dance/music<br>• animals<br>• stories<br>• things made in each culture<br>• clothing<br>• games<br>• pets<br>**culture in the Asia-Pacific region**<br>• map identification of the Asia-Pacific region<br>• cultural diversity in the Asia-Pacific region<br>• identified culture defined by e.g.<br>　– ethnicity (Balinese, Polynesian, Melanesian)<br>　– heritage (Norfolk Island, Samoa)<br>　– nationality (Chinese, Japanese) | **development of local community**<br>• demographic (events that created current community profile)<br>• industrial (employment, scientific and technological developments)<br>• social (clubs, reconciliation processes)<br>• civic/political (community groups)<br>• cultural (effects of cultural diversity)<br>• natural environments (preservation, destruction and repair)<br>• built environments (explorers, businesses, industries, housing, recreation facilities)<br>• economic (reasons for settlement; primary, secondary and tertiary industries)<br>• religious (settlement, social services)<br>**contributions of diverse groups, including migrants and Indigenous peoples**<br>• young people's contributions to cultural development and industry in the past or present<br>• migrant groups' contribution to local industries in past/present<br>• Indigenous contributions to pastoral industry, pearling industry<br>• issues associated with Indigenous contributions (past wage inequities, unvalued involvement in wars)<br>• local contributions to peace (roles played by men, women, Indigenous groups, pre- and post-war migrant groups)<br>• cultural groups' contributions (diverse festivals, restaurants, art forms) | **religious and spiritual beliefs in Australia's diverse cultures**<br>• religions and spiritual beliefs e.g.<br>　– Christianity<br>　– Buddhism<br>　– Islam<br>　– Judaism<br>　– Hinduism<br>　– animism<br>　– groups within religions (types of Christianity and Islam)<br>　– personal belief systems<br>　– belief systems outside an established framework<br>• features of religions and belief systems e.g.<br>　– interconnectedness and diversity of spiritual beliefs among groups such as Indigenous belief systems<br>　– symbols and practices<br>**how religious and spiritual beliefs contribute to Australia's diverse cultures**<br>• statistical profile of Australians' beliefs<br>• religious tolerance and acceptance of a common moral code<br>• diverse ethics on similar issues (gender roles, sexism, racism, ways of responding to challenges)<br>• how Australian laws are underpinned by Christian heritage | **aspects of diverse cultural groups including Aboriginal groups and Torres Strait Islander groups**<br>• social groupings based on family and kinship structures<br>• roles and responsibilities in matriarchal and patriarchal societies<br>• influence of elders on decision making and learning<br>• language maintenance/revival<br>• land, sea and water connections as central to cultural identity<br>• roles of significant local and national organisations<br>• cultural mores (personal space, eye contact, respect)<br>• practices and beliefs that illustrate roles, rights and responsibilities of individuals (couples' expectations when they marry, symbols and art used, people and traditions honoured)<br>• signs and symbols of cultural belonging (roles on certain occasions, appearance, possessions)<br>**perceptions of cultural aspects**<br>• stereotyping, harassment, bullying<br>• tolerance, celebration, acceptance<br>• media images that emphasise some cultural aspects and de-emphasise others (portrayal of problems in Indigenous communities, representations of Australian national identity which exclude some groups)<br>• differences in acceptance in society and treatment by the legal system resulting from gender, ethnic group membership, socioeconomic status, age, subcultural groupings, ability/disability | **ways in which various societies promote cultural diversity**<br>• development of cultural policies<br>• equity of access to social welfare and community support programs<br>• legislation to protect minority ethnic groups from discrimination (*Commonwealth Racial Discrimination Act* 1975)<br>• encouraging active participation in the political process<br>• freedom of cultural expression<br>• cross-cultural sharing of traditions, customs, celebrations and lifestyles<br>• organisations to protect and assist different cultural groups (Aboriginal and Torres Strait Islander Commission, Federation of Ethnic Community Councils, government departments of ethnic and multicultural affairs, SBS, multicultural and first language radio)<br>**ways in which various societies inhibit cultural diversity**<br>• exclusive immigration policies<br>• discriminatory social welfare policies<br>• restricted access to political processes<br>• race and ethnic group-based discrimination<br>• abuse of human rights<br>• political 'scapegoating' (blaming groups for social problems)<br>• segregation of cultural groups<br>• employment discrimination<br>• violence and intimidation |

# Culture and Identity

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

**Key concept:** Cultural diversity     **Key process:** Investigating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **CI 1.1** Students compare ideas and feelings about stories of diverse cultures including Torres Strait Islander cultures and Aboriginal cultures. | **CI 2.1** Students describe the similarities and differences between an aspect of their Australian life and that of a culture in the Asia-Pacific region. | **CI 3.1** Students identify the contributions of diverse groups, including migrants and Indigenous peoples, to the development of their community. | **CI 4.1** Students investigate how religions and spiritual beliefs contribute to Australia's diverse cultures. | **CI 5.1** Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects. | **CI 6.1** Students analyse the ways in which various societies inhibit or promote cultural diversity. |
| **Students can:**<br><br>**Investigating** | **compare ideas and feelings**<br>• analyse a list of class members' favourite stories (a lot of children like… stories, a few people like me enjoy… stories)<br>• orally share and compare ideas about stories (I think this story is about friends; this story says it's not okay to be bossy)<br>• orally share and compare emotional responses to a story (this story makes me feel good because…)<br>• form groups that share a similar emotional response to a type of story (picture book, oral story, dance) and offer reasons which are listed and compared | **describe similarities and differences**<br>• use reference materials (*Access Asia*) and personal information to complete a table that compares an aspect of lifestyle (eating and food rituals)<br>• use an email pal to create an oral presentation about similarities and differences of leisure activities done individually, with peers and with family<br>• create a pictorial representation on the theme of 'getting around' in an Asia-Pacific culture and the local environment<br>• use large intersecting circles labelled 'Australia' and, for example, 'Samoa' to place information about shopping experiences in each culture, arranging similar experiences in the intersecting area | **identify contributions**<br>• use an investigative process to identify contributions e.g.<br>– identify an aspect of local development or a group to be investigated<br>– locate a range of sources (pictures, guest speakers, local area publications, places to visit)<br>– gather information<br>– analyse information (What pattern is emerging? What groups are not represented? Is only one perspective offered about the contribution?)<br>– make conclusions about contributions (What were the contributions? What groups contributed?) | **investigate**<br>• use an investigation model e.g.<br>– collaboratively frame questions about the topic<br>– locate reference materials, guest speakers, site visits for information<br>– sort information to answer focus questions<br>– analyse data (what range of beliefs do Australians have, what problems does this diversity create for Australians?)<br>– report conclusions (individual or small group project presentation) | **investigate aspects of cultural groups and others' perceptions**<br>• conduct an inquiry which follows the broad structure of a model e.g.<br>– develop and focus on topic, tentative question/s or hypothesis<br>– refine approach to inquiry, develop focus questions<br>– gather and sort information<br>– analyse information and consider evidence and perspectives inherent in it<br>– synthesise information and draw conclusions<br>– express and reflect findings to revisit phases of inquiry | **analyse ways**<br>• conduct an inquiry which focuses on the analysis of phenomena (the way in which different societies respond to cultural diversity) e.g.<br>– gather and sort information<br>– analyse information and consider evidence and perspectives inherent in evidence<br>– identify hidden and marginalised perspectives<br>– synthesise information and draw conclusions<br>– express findings and reflect on the analysis to ascertain ways conclusions may be modified |

# Culture and Identity

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

**Key concept:** Cultural perceptions        **Key process:** Creating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **CI 1.2** Students observe and record examples of different perceptions of gender roles in various settings. | **CI 2.2** Students explain how they and others have different perceptions of different groups including families. | **CI 3.2** Students identify stereotyping, discrimination or harassment to develop a plan that promotes more peaceful behaviours. | **CI 4.2** Students design an ethical code of personal behaviour based on their perceptions of cultural groups. | **CI 5.2** Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community. | **CI 6.2** Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue. |
| **Students know:** **Cultural perceptions** | **different perceptions of gender roles** • based on experiences and lack of experiences – observations – practices – language – stories • perceived roles in various settings – leadership roles (male as leader at home and female as leader at school) – passive roles – work roles – caregiver/protector roles – use of toys and equipment – use of places **various settings** • school • family • after-school care • recreational • community (local shopping centre) | **different groups including families** • ethnic groups • sporting groups • social groups (Guides, Scouts, environmental groups) • family or kinship groups, blended, extended, nuclear, one parent **different perceptions** • purpose of groups (belonging, safety, protection) • roles of members (caregivers, leaders, participants, being cared for) • power associated with a group | **stereotyping that reflects perceptions of** • ability (speech impairment infers intellectual impairment) • work (all corner stores are operated by non-Europeans) • sport (males play football, girls play netball) • lifestyle (Aboriginal people live in the Outback) • age (old people are less capable of making decisions) **discrimination that reflects perceptions of** • gender • disability • age • physical appearance • race • religious beliefs • socioeconomic circumstance **harassment that reflects perceptions of** • power and powerlessness • difference **peaceful behaviours** • cooperation • empathy • consideration • tolerance • acceptance • willingness to share • learning from a range of people • non-violence • assertiveness | **ethical code of personal behaviour** • components and considerations e.g. – rules and laws from a range of levels (local to United Nations' charters) – society's expectations – personal beliefs – religious beliefs – rights, responsibilities **perceptions of cultural groups** • cultural groups defined by ethnicity, gender, language, age, location, religion, disability, physical appearance, peers • attitudes towards material and non-material aspects of groups • views shaped by personal and social values • relationships between perceptions, actions and language | **impacts of particular perceptions of cultural groups held by a community** • discrimination as a result of racism (employment, social interactions, violence and abuse) • economic disadvantage due to race, gender, location, social status or disability (business and employment structures that favour certain groups) • enhanced social status, political and economic power as a result of social norms, creation of stereotypes that marginalise certain groups and affect self-worth and accuracy of accounts (the omission of Indigenous soldiers from the 'digger' stereotype, the bushman as a national icon, 'the yellow peril', teenagers as lazy, 'bushies and city slickers') • relationships between social perceptions and the acceptance of certain groups as community members (the creation of ghettos, religious conflicts in some countries, 'scapegoating' as the response to crisis) • treatment of certain groups by the political and legal systems (Aboriginal deaths in custody, financial restrictions on conducting a political campaign) | **perceptions of cultures associated with a current issue** • media reportage and public reaction to youth issues (crime, health, education, lifestyle, homelessness) • debates regarding immigration and refugee intake • reactions to challenges to the Australian national image and identity (questioning myths of the bush, mateship, egalitarianism, the fair-go, the lucky country) • response to current evaluations of past events (international relations, domestic policies) • historical basis of current prejudices and privileges (Asian racism, friendly ties with the US) |

# Culture and Identity

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

**Key concept:** Cultural perceptions    **Key process:** Creating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **CI 1.2** Students observe and record examples of different perceptions of gender roles in various settings. | **CI 2.2** Students explain how they and others have different perceptions of different groups including families. | **CI 3.2** Students identify stereotyping, discrimination or harassment to develop a plan that promotes more peaceful behaviours. | **CI 4.2** Students design an ethical code of personal behaviour based on their perceptions of cultural groups. | **CI 5.2** Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community. | **CI 6.2** Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue. |
| **Students can:**<br><br>**Creating** | **observe and record examples**<br>• challenge, with guidance, gendered stereotypes that arise from discussions about literature, pictures or film<br>• draw or collect pictures associated with work roles of a guest speaker and/or workers in familiar settings<br>• enact roles through puppet play that represent non-gendered female and male roles that they have observed<br>• collect and list examples of gendered class play and language for discussion (do girls and boys share equipment and spaces?)<br>• with guidance, challenge gendered stereotypes that arise in play or conversation | **explain**<br>• recount personal experiences with other groups<br>• create a collage that synthesises the diversity of family and or kinship structures in the class<br>• develop and share representations of their perceptions of their own family (concept map, annotated drawings)<br>• create a web page that seeks the perceptions of others about a group<br>• use a mind map to brainstorm perceptions of an unfamiliar group and compare these perceptions with acquired information about how a member of that group views it | **identify perceptions to develop a plan**<br>• engage in a cooperative creative process e.g.<br>  – identify examples of stereotyping, discrimination or harassment in a familiar setting<br>  – clarify the perceptions associated with this behaviour<br>  – imagine a preferred peaceful situation<br>  – brainstorm strategies to achieve this<br>• engage in an individual creative process e.g.<br>  – match words or images with a familiar type of discrimination, stereotyping or harassment<br>  – sequence a series of alternative words or images to create a preferred peaceful situation<br>  – represent how they can personally contribute to this peaceful situation | **design an ethical code of personal behaviour**<br>• engage in a design process e.g.<br>  – develop a draft ethical code of personal behaviour based on models (teachers' code of conduct, familiar rules and laws, observations of other cultures)<br>  – apply this code to given scenarios to test and assess its effectiveness (peer pressure situation, bullying situation, contact with a person from an unfamiliar group)<br>  – refine code by reflecting on its effectiveness<br>  – share code of conduct with others<br>• create a satirical or humorous code of ethics based on perceptions of a group (The togetherness code, The seven habits of highly inclusive people) | **devise practical and informed strategies**<br>• engage in a process of devising strategies e.g.<br>  – identify a 'real-world' setting<br>  – identify an issue connected with a community's perceptions of cultural groups<br>  – determine desired outcomes of a strategy<br>  – explore outcomes (using De Bono's perspectives)<br>  – consider and evaluate possible strategies that would be responsive (in consultation with cultural groups concerned)<br>  – develop practical strategies based on anticipated outcomes<br>  – consider possible impacts of strategies<br>  – employ marketing concepts for effective strategies (anti-racism campaign, a celebration of multiculturalism, information campaigns that challenge stereotypes and discriminatory practices) | **develop a proposal to promote a socially just response**<br>• engage in a process of developing a proposal e.g.<br>  – identify a current issue connected with perceptions of cultural groups<br>  – determine desired outcomes of a proposal to address the issue<br>  – evaluate possible proposals in terms of the socially just nature of their responsiveness (in consultation with cultural groups concerned)<br>  – identify the most effective proposal that promotes socially just responses and the format of the proposal (a campaign in multimedia formats, a drama presentation using invisible theatre, an address to a school assembly or community group, an evocative written report or submission) |

# Culture and Identity

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

**Key concept:** Belonging     **Key process:** Participating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **CI 1.3** Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love. | **CI 2.3** Students participate in diverse customs and traditions to identify how these contribute to a sense of belonging to groups. | **CI 3.3** Students describe attitudes, beliefs and behaviours that affect their sense of belonging to a range of groups. | **CI 4.3** Students debate how media images concerning gender, age, ethnicity and ability reflect groups to which they belong. | **CI 5.3** Students share their sense of belonging to a group to analyse cultural aspects that construct their identities. | **CI 6.3** Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong. |
| **Students know:**<br><br>**Belonging** | **diverse families**<br>• kinship systems<br>• nuclear families<br>• extended families<br>• blended families<br>• communal families<br>• one-parent families<br>• family members including the elderly and the young<br>**how diverse families meet human needs**<br>• food<br>  – diverse types of food<br>  – food for various age groups<br>  – diverse ways of obtaining and preparing food<br>  – family members associated with providing food<br>  – rituals associated with food<br>• clothing<br>  – diverse types of clothing<br>  – work roles associated with clothing<br>  – diverse ways of obtaining clothing<br>  – family members associated with providing clothing<br>  – traditions associated with clothing<br>• shelter<br>  – diverse types of shelter<br>  – how families use shelter<br>  – ways of maintaining shelter<br>  – customs associated with homes<br>• love<br>  – different ways of showing love to different ages (the young, the elderly)<br>  – diverse words that show love<br>  – diverse deeds that show love (gift-giving, celebrating special occasions, doing a favour)<br>  – various behaviours (hugging, nose-rubbing, holding hands, rocking, smiling) | **groups**<br>• family<br>• peer<br>• social<br>• school<br>• ethnic<br>• religious<br>**diverse customs and traditions**<br>• celebrations and festivals (Vietnamese Moon Festival, Divali, Jacaranda Festival, Samoan Teuila Festival)<br>• commemorations (Anzac Day, National Sorry Day, a mining disaster)<br>• rituals (school assembly, Sunday roast, Sabbath prayer, Maori Haka)<br>• traditions (clothing, gift-giving, decorations)<br>• customs (signs of respect, eye contact, roles of older people, personal space, spoken and non-spoken language)<br>• holy seasons (Ramadan, Lent)<br>**sense of belonging to a group**<br>• signs and symbols e.g.<br>  – use of places<br>  – clothing<br>  – music<br>  – dance<br>  – food ritual<br>  – gift-giving<br>  – language<br>  – ceremony<br>  – art<br>• feelings e.g.<br>  – feeling safe<br>  – feeling valued | **range of groups**<br>• family<br>• peer<br>• class<br>• gender<br>• cultural<br>• recreational<br>• distant network<br>**attitudes, beliefs and behaviours**<br>• personal and others' attitudes, beliefs and behaviours<br>• attitudes about e.g.<br>  – difference (physical attributes)<br>  – gender (what girls can do)<br>  – age (caring for younger students)<br>  – disability (oversensitivity towards the disabled)<br>  – ethnicity (Aboriginal students are good at sport)<br>• beliefs e.g.<br>  – personal (I believe in taking care of animals)<br>  – family (respect your elders, care for those less fortunate)<br>  – religious (eating certain foods)<br>  – cultural (older people make decisions)<br>• behaviours e.g.<br>  – positive behaviours (appropriate humour, being assertive, accepting difference)<br>  – negative behaviours (bullying, discrimination, harassment)<br>**sense of belonging**<br>• negative and positive feelings about group membership (empowerment, alienation)<br>• identification with signs and symbols | **groups to which they belong**<br>• family<br>• community (geographic, electronic)<br>• cultural<br>• subcultural (peer, youth culture, special interest group)<br>**media images**<br>• mode (electronic, print)<br>• purpose (entertainment, information, advertising)<br>• audience (age, ethnicity, gender, location, socioeconomic status)<br>• techniques (use of sound, edited text, cropping, placement, visuals)<br>**media images concerning gender, age and ethnicity**<br>• gender e.g.<br>  – advertisements that target a product to a gender<br>  – stereotypes<br>  – selective representation of gender roles<br>• age e.g.<br>  – news reports creating a negative image of young people<br>  – marketing strategies that are specific to certain age groups<br>  – whether the wisdom of the elderly is represented<br>• ethnicity e.g.<br>  – tokenistic approach to cultural representation<br>  – lack of parallels to real life<br>  – unnecessary media identification by ethnicity<br>• disability e.g.<br>  – lack of representation in advertisements and drama<br>  – lack of recognition of disabled achievements (sport) | **cultural aspects that construct identities**<br>• material aspects of culture, (food, clothing, housing, artefacts)<br>• non-material aspects of culture (language, attitudes, beliefs, values and behaviours)<br>• power relationships associated with gender, socioeconomic status, ethnic grouping, nationality, country of descent<br>• definitions and constructions of masculinity and femininity (stereotypes of male/female identity/characteristics)<br>• extent to which cultural heritage is valued by individuals within the culture<br>• 'difference' from dominant cultures and levels of acceptance, tolerance and celebration<br>• sense of 'community' and 'otherness' from the perspectives of the mainstream and the media which transmits mainstream perspectives<br>**sense of belonging to a group**<br>• feelings associated with group membership (friendship, safety, self-worth, power, empowerment)<br>• understanding of rights, roles and responsibilities of group members<br>• identification with values, signs and symbols associated with group membership (clothes, interests, customs, music, traditions, ethics and beliefs, spoken and unspoken language)<br>• appreciation of manner in which groups satisfy needs (essential, spiritual, psychological, social) | **effects of globalisation on cultural groups which may be celebrated**<br>• ease of communication and transportation<br>• expansion and availability of information technology<br>• establishment of international organisations and subsequent treaties and agreements (UN, UNESCO, Amnesty International, World Bank loans, Comprehensive Test Ban Treaty)<br>• protection of human rights<br>• shared responsibilities for the natural environment<br>• appreciation and celebration of cultural and linguistic diversity<br>• international accountability for social, political, economic and environmental policy and actions<br>• development of global youth cultures<br>• greater access to markets<br>• economic and social advantages of increased international tourism and travel<br>**effects of globalisation on cultural groups which may be moderated**<br>• loss of identity and culture<br>• neo-colonialism (American/British/Western influence on cultures)<br>• growth of 'tribalism' (reactionary/exclusionary/discriminatory policies and practices)<br>• disempowerment of small/less influential cultures<br>• economic disadvantage to smaller/less-developed/primary industry-based economies<br>• deregulation of labour markets (sweatshops and child labour) |

# Culture and Identity

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

**Key concept:** Belonging    **Key process:** Participating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **CI 1.3** Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love. | **CI 2.3** Students participate in diverse customs and traditions to identify how these contribute to a sense of belonging to groups. | **CI 3.3** Students describe attitudes, beliefs and behaviours that affect their sense of belonging to a range of groups. | **CI 4.3** Students debate how media images concerning gender, age, ethnicity and ability reflect groups to which they belong. | **CI 5.3** Students share their sense of belonging to a group to analyse cultural aspects that construct their identities. | **CI 6.3** Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong. |
| **Students can:**<br><br>**Participating** | **share an understanding**<br>• contribute to and talk about a class-created concept map based on a need (how various families provide food)<br>• explain a number of stories that are about how families show their love for each other<br>• orally compare how an unfamiliar family (a traditional Inuit family) and their own family provide shelter | **participate in diverse customs and traditions to identify**<br>• engage in a cooperative process e.g.<br>– identify groups to which they belong<br>– identify groups other than their own<br>– engage with their own and others' customs and traditions (familiar and unfamiliar)<br>– create a range of concept maps that show what things, actions and feelings are associated with a range of personal groups (family, school, religion, interest)<br>– share concept webs with other students (pinboard, email)<br>– discuss similarities and differences<br>– analyse 'sense of belonging' for common elements to conclude why people belong to groups | **describe attitudes, beliefs and values**<br>• engage in a process which analyses group memberships and describe the elements of group membership e.g.<br>– identify groups to which they belong and do not belong<br>– identify the membership of other groups<br>– list attitudes, beliefs and behaviours associated with groups to which they belong<br>– analyse which people might feel excluded by that group and whether the exclusion is positive or negative<br>– identify a group to which they do not belong and link attitudes, beliefs and behaviours to their not belonging and decide whether this exclusion is positive or negative<br>• use sign language to show their membership of different groups<br>• tell stories or draw pictures about how they participate in different groups<br>• speak about a symbol of their group membership and symbols of others' group memberships | **debate how media images reflect groups**<br>• collect a series of media images that aim to reflect a group to which they belong and participate in a debate about the accuracy of these images<br>• participate in a formal debate of the question 'Young people have been let down by the media'<br>• using the question 'TV gives a false image of what girls like and can do', take a position on an agree/disagree continuum on the floor and justify that position<br>• given a scenario of a board inquiry into ethnic representation in television advertising, use given roles to debate views (of advertiser, regular viewer, ethnic representative) | **share their sense of belonging to a group to analyse cultural aspects**<br>• participate in a cooperative process (with peer groups, an email friend, groups that maintain anonymity) e.g.<br>– identify group/s to which they belong (cultural groups, peer groups, subcultures)<br>– highlight elements associated with group membership (material and non-material aspects)<br>– discuss commonalities of group membership (material and non-material aspects)<br>– discuss/share commonalities of group membership to ascertain cultural aspects (many groups have formal or informal codes of behaviour, or common values or beliefs)<br>– conduct an analysis based on discussions or senses of belonging<br>– make decisions about cultural aspects (to what extent do these aspects construct personal identities?)<br>– cooperatively present findings or conclusions in an oral, written, visual or multimedia format | **collaboratively develop a community strategy**<br>• participate in a collaborative process e.g.<br>– work cooperatively with community (peers, local community, wider society, on-line/electronically)<br>– discuss appropriate strategies and strategic actions to moderate or celebrate (information campaign, protest/demonstration, multimedia presentation, website construction)<br>– develop community strategy (organise lobbying strategy aimed at political representatives or community leaders, coordinate a letter-writing campaign of awareness-raising activity, establish a community-based 'globalisation think tank', organise a multicultural 'one world' festival, develop an on-line newsletter called 'The Internationalist' or 'The Global Citizen') |

# Culture and Identity

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

**Key concept:** Cultural change    **Key process:** Communicating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **CI 1.4**<br>Students gather and record information about familiar traditions, celebrations and cultural changes. | **CI 2.4**<br>Students identify how their roles, rights and responsibilities change in different groups. | **CI 3.4**<br>Students communicate an awareness of change within Aboriginal cultures and Torres Strait Islander cultures. | **CI 4.4**<br>Students describe changes resulting from cross-cultural contact on Australian and non-Australian Indigenous cultures. | **CI 5.4**<br>Students describe how governments have caused changes to particular groups. | **CI 6.4**<br>Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups. |
| **Students know:**<br><br>**Cultural change** | **familiar traditions**<br>• gift-giving on special occasions<br>• school assembly<br>• class awards ceremony<br>• Anzac Day<br>• religious (Vietnamese Moon Festival, Christmas, Passover, Ramadan)<br>**familiar celebrations**<br>• parties<br>• baptism/naming ceremonies<br>• community celebrations<br>• Australia Day<br>• NAIDOC Week<br>**familiar cultural changes**<br>• birthdays to celebrate a change in age<br>• symbols to celebrate losing baby teeth<br>• New Year/Tet to celebrate a change in time<br>• school captain ceremony to celebrate new leadership<br>• seasonal festivals (agricultural show, wildflower festival, prawn festival)<br>• marriage to celebrate a change in family structure | **different groups**<br>• family<br>• class<br>• peer/friendship<br>• sports team<br>• music group<br>• sporting teams<br>• Guides/Scouts<br>**roles**<br>• leader/participant<br>• oldest/youngest<br>• allocated (scorer, catcher, scribe, reporter)<br>• independent/dependent<br>• work and play roles<br>**rights**<br>• protection/safety<br>• happiness/enjoyment<br>• confidentiality<br>• having a say<br>**responsibilities**<br>• jobs<br>• delegated responsibilities<br>• social responsibilities (fair-go, respecting rights of others) | **change within Aboriginal cultures and Torres Strait Islander cultures**<br>• diversity within Aboriginal cultures and Torres Strait Islander cultures based on e.g.<br> – location<br> – language group<br> – spirituality<br> – activities<br> – law<br> – lore<br>• change at different times e.g.<br> – pre-Contact<br> – post-Contact<br> – contemporary<br>• work role changes (before/after the introduction of an industry)<br>• location changes (where a group was located before and after Contact)<br>• land ownership (Indigenous and European concepts)<br>• cultural changes (effects of globalisation on remote communities, relevance of Dreaming stories in the past and present)<br>• social structure changes (access by urban teenagers to wisdom of elders)<br>• living condition changes (how Indigenous people live in Melbourne, the Simpson Desert, Djarra, Moa Island, Townsville)<br>• health changes (traditional and modern medicines/health care)<br>• education changes (traditional and modern ways of teaching the young) | **changes resulting from cross-cultural contact**<br>• displacement of land due to invasion<br>• conflict due to resistance<br>• cross-pollination of ideas through visitations<br>• change of lifestyle caused by new resources, products and ideas<br>• loss of identity due to European land use<br>• refugee status due to war<br>• strategies to respond to change e.g.<br> – United Nations Human Rights Commission<br> – multicultural policy<br> – government organisations to cater for Indigenous people<br> – grass roots Indigenous campaigns<br>**Australian Indigenous cultures**<br>• various Torres Strait Islander groups (local)<br>• various Aboriginal groups (local)<br>**non-Australian indigenous cultures**<br>• New Zealand Maoris<br>• Amazon indigenous groups<br>• Inuit<br>• Lapps<br>• First Peoples of North America<br>• Dayaks<br>• indigenous peoples of South Africa | **particular groups**<br>• Aborigines and Torres Strait Islanders<br>• people from non-English-speaking backgrounds<br>• defined by gender<br>• ethnic communities<br>• rural and urban communities<br>• business/economic groups<br>• groupings based on age or interests (subcultures)<br>• specific religious groups<br>• residents of particular places (inner city, outer suburbs, rural areas, regional centres)<br>**role of government**<br>• local, state, federal governments in legislative (law making), executive (policy development) and administrative (implementing law and policy) roles<br>**change caused by government**<br>• assimilation<br>• segregation<br>• integration<br>• genocide<br>• biculturalism<br>• multiculturalism<br>• alienation<br>• inclusion | **cultural groups**<br>• Aborigines and Torres Strait Islanders<br>• people from non-English-speaking backgrounds<br>• defined by gender<br>• groups defined by sexuality<br>• groupings based on age or interests (subcultures)<br>• specific religious groups<br>• ethnic communities<br>• rural and urban communities<br>• residents of particular places (inner city, outer suburbs, rural areas, regional areas)<br>**government legislation or policies**<br>• Commonwealth acts (*Immigration Restriction Act* 1901; *Sex Discrimination Act* 1984; *Native Title Act* 1993; *Racial Discrimination Act* 1975; *Disability Discrimination Act* 1992)<br>• Queensland acts (*Anti-Discrimination Act* 1991)<br>• Australian Broadcasting Commission<br>• Australian Film Commission<br>• education policies<br>• multiculturalism and immigration policies<br>• town planning and building regulations<br>• heritage listing of natural and built environments<br>• development of roads and transport infrastructure<br>**cultural change**<br>• assimilation, segregation, integration<br>• genocide<br>• biculturalism<br>• multiculturalism<br>• alienation/inclusion |

# Culture and Identity

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

**Key concept:** Cultural change    **Key process:** Communicating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **CI 1.4**<br>Students gather and record information about familiar traditions, celebrations and cultural changes. | **CI 2.4**<br>Students identify how their roles, rights and responsibilities change in different groups. | **CI 3.4**<br>Students communicate an awareness of change within Aboriginal cultures and Torres Strait Islander cultures. | **CI 4.4**<br>Students describe changes resulting from cross-cultural contact on Australian and non-Australian Indigenous cultures. | **CI 5.4**<br>Students describe how governments have caused changes to particular groups. | **CI 6.4**<br>Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups. |
| **Students can:**<br><br>**Communicating** | **gather and record information**<br>• share and list experiences and observations about a familiar tradition or celebration, and record them as a word, picture and/or artefact display<br>• share a range of personal changes (second teeth, family restructuring, new baby) and write about or illustrate how these are celebrated<br>• gather and record information about the diverse ways that familiar families celebrate a familiar event (a collage or concept map about New Year celebrations) | **identify how their roles, rights and responsibilities change**<br>• engage in a process to identify e.g.<br>  – identify a range of personal groups to which they belong<br>  – list the roles they play in each group<br>  – list the responsibilities and rights that are attached to these group memberships<br>  – look for similarities and differences<br>  – explain how roles, rights and responsibilities change according to group context (in my family I am responsible for my little brother, at school I am responsible for getting along with my classmates, and at cricket I am responsible for looking after the equipment) | **communicate an awareness**<br>• summarise findings about a cultural change experienced by an Indigenous guest speaker<br>• design questions about changing Indigenous family structures; locate a range of Indigenous interviewees (local, electronic, mail); and share responses<br>• map the lands of pre-Contact Aboriginal language groups in Australia and describe how these boundaries may have changed<br>• write and illustrate a report about a change in a specific Aboriginal community or Torres Strait Islander community, preferably local (work roles when an industry was introduced) | **describe changes**<br>• use a table to present a comparison of effects and responses to a specific change (European settlement on a specific Australian Indigenous group and one from another global region)<br>• use electronic and print sources to locate grass roots campaigns by an Australian and non-Australian Indigenous group (responding to issues associated with land rights) and present information in a written or oral report<br>• identify an issue of cultural change that is common to Australian and non-Australian Indigenous groups (health) and prepare a short paper/speech for a forum on world Indigenous affairs<br>• design a web page that identifies a contemporary Australian Indigenous issue (native land rights, education); define the issue of change that has caused it; and highlight the links with a parallel issue in a global setting | **describe the role of government in cultural change**<br>• communicate descriptions of government-influenced change (prepare a speech for a forum on Aboriginal Reconciliation outlining the process of change brought about by the High Court's Mabo decision and the *Native Title Act* 1993, and the significance of the change to Aborigines and Torres Strait Islanders)<br>• correctly link a given change to a cultural group to the level and role of government responsible for the change<br>• use an artistic medium to show a current positive change to particular cultural groups and how this has advanced multiculturalism as a policy | **describe instances of cultural change resulting from government legislation or policies**<br>• 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 (multimedia presentation)<br>• develop a written report based on case studies to outline the changes brought by federal immigration policies<br>• role-play representatives from government and cultural groups related to specific legislation or policies (meeting of Land Council, multicultural committee)<br>• write a letter to a local politician containing a series of questions based on current government policies relating to cultural groups |

# Culture and Identity

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

**Key concept:** Construction of identities    **Key process:** Reflecting

|  | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **CI 1.5** Students describe their unique and common characteristics and abilities. | **CI 2.5** Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups. | **CI 3.5** Students explain changing attitudes in different time periods towards gender, age, ethnicity or socioeconomic identities. | **CI 4.5** Students express how material and non-material aspects of groups influence personal identities. | **CI 5.5** Students express how dominant and marginalised identities are constructed by media and other influences. | **CI 6.5** Students analyse ways in which social construction of gender in different cultures and socioeconomic circumstances affect adolescent identities. |
| **Students know:** **Construction of identities** | **their unique and common characteristics** <br>• physical <br>• social <br>• cultural <br>• family resemblances <br>• personality <br>• idiosyncrasies <br>• mannerisms <br>• learning styles <br>• likes and dislikes <br>• interests <br>**common and unique abilities** <br>• abilities and limitations associated with age <br>• abilities associated with multiple intelligences e.g. <br>  – linguistic <br>  – mathematical <br>  – naturalistic <br>  – musical <br>  – interpersonal <br>  – intrapersonal <br>  – mathematical/logical <br>  – kinesthetic <br>  – spiritual | **symbols** <br>• personal (school badge) <br>• cultural (costume) <br>• religious (artefacts) <br>• environmental (turtle totem of the Eastern Islands of the Torres Strait) <br>• artistic (logos) <br>• national (flag, emblems, slouch hat) <br>**rituals** <br>• school (assembly) <br>• family (holidays, sitting at table for dinner) <br>• religious (baptism, rites of passage, marriage) <br>• cultural (naming ceremony, rodeo, Italian Festival, Winton Poetry Festival, prawn festival) <br>**places** <br>• personal <br>• local natural, social and built <br>• regional natural, social and built (waterways, town hall, monument) <br>• Queensland natural, social and built (Great Barrier Reef, bora rings, the Big Pineapple, Longreach Hall of Fame) <br>• Australian natural, social and built (Ayers Rock/Uluru, World Heritage listings, Sydney Opera House, federal parliament, Snowy River Hydro Scheme) <br>**different groups** <br>• families <br>• social <br>• ethnic <br>• religious <br>• recreational <br>• Torres Strait Islander <br>• Aboriginal <br>• gender | **changing attitudes in different time periods** <br>• tolerance/intolerance <br>• changing target groups of discrimination <br>**reasons for change** <br>• immigration <br>• human/civil rights movements <br>• increased awareness through communication technology <br>• globalisation <br>• philanthropy <br>• power <br>**gender** <br>• women's work roles (before, during and after World War II) <br>• status of women over time (right to vote, equal pay for women) <br>• changing family role of men <br>• effects of clothing style over time <br>**ethnicity** <br>• notions of superiority of one group over another <br>• fear of difference (Chinese on the goldfields) <br>• government policy (*Immigration Restriction Act* 1901, *Pacific Islander Labourers Act*, 1980s multiculturalism policies, Reconciliation) <br>**age** <br>• children (child labour, *Child Protection Act*, compulsory education, Kids' Help Line) <br>• care for the elderly (retirement age, social welfare benefits, changing perceptions and status of the elderly) <br>**socioeconomic** <br>• the social status of groups (convicts, squatters, free settlers, forced labourers) <br>• care of low socioeconomic groups (removal of children, introduction of social welfare) | **material aspects of groups** <br>• music <br>• artefacts <br>• place <br>• food <br>• clothing <br>• symbols <br>**non-material aspects of groups** <br>• behaviours <br>• values <br>• education <br>• attitudes <br>• traditions <br>• beliefs <br>• heritages <br>• stories, myths, heroes, villains <br>• norms <br>**different groups** <br>• family <br>• peer <br>• friendship <br>• school <br>• recreational <br>• special interest <br>• ethnic <br>• religious <br>• location <br>**influence on personal identities** <br>• sense of self e.g. <br>  – learning style <br>  – personality <br>  – likes/dislikes <br>  – abilities <br>• sense of belonging e.g. <br>  – feelings (empowerment, powerlessness) <br>  – behaviours (conformity, hiding behaviour) | **media and other influences that construct identities** <br>• family <br>• environments <br>• ethnicity <br>• socioeconomic circumstance <br>• peer groups <br>• nationality <br>• media (advertising, portrayal of different groups in entertainment media, reportage of different groups by news media) <br>**construction of dominant and marginalised identities** <br>• identities that are seen as 'community' as opposed to identities viewed as 'other' (an employed middle-aged white Australian as a community member and an unemployed young person from a non-European background as being outside the community) <br>• groups that are silent and absent from representations (Aboriginal and Torres Strait Islander teenagers in advertising, migrant women in political debates, people with a disability in the entertainment media) <br>• language and terminology that promotes difference ('new' Australians, 'old' Australians) <br>• typicalness and difference in cultural representations (the bushman and surfer as the typical Australian and other groups as comical and engaging in un-Australian practices) <br>• identities that are constructed by exploitation, marginalisation, powerlessness, cultural imperialism and violence (the perceptions of Aborigines and Torres Strait Islanders in news reportage) | **social construction of gender in different cultures and socioeconomic circumstances** <br>• roles, responsibilities and status of women, men, girls and boys in different cultural groups (women in an Aboriginal culture, men in an Asian culture, girls in a Pacific Islander culture, boys in an Eastern European culture) <br>• power relationships evident in constructions of masculinity and femininity (dominance of male constructs and marginalisation of female constructs) <br>• gender construction as the link between expectations and choices (clothes, careers, jobs, relationships, political engagement and activism) <br>• attitudes and behaviours described as masculine and feminine and stereotypes of these attitudes and behaviours (boys are active and sporty, girls are quiet and academic, men are strong and do not show their feelings, women are weak and very emotional, body images associated with particular genders) <br>**effects of social construction of gender on adolescent identities** <br>• status of different genders within peer groups and youth cultures (reaction to and reflection of mainstream/adult culture) <br>• material and non-material aspects that highlight the manner in which gender is constructed (clothing, music, tastes, language, attitudes) |

# Culture and Identity

**Key concept:** Construction of identities    **Key process:** Reflecting

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **CI 1.5** Students describe their unique and common characteristics and abilities. | **CI 2.5** Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups. | **CI 3.5** Students explain changing attitudes in different time periods towards gender, age, ethnicity or socioeconomic identities. | **CI 4.5** Students express how material and non-material aspects of groups influence personal identities. | **CI 5.5** Students express how dominant and marginalised identities are constructed by media and other influences. | **CI 6.5** Students analyse ways in which social construction of gender in different cultures and socioeconomic circumstances affect adolescent identities. |
| **Students can:**<br><br>**Reflecting** | **describe unique and common characteristics and abilities**<br>• draw, list or represent abilities or characteristics they have in common with others in a group and those that are unique to them<br>• share affirmations with other students about things that make them special<br>• write a personal account of what others (family) believe makes them unique<br>• cooperatively list common emotions related to situations in life<br>• create a personal caricature | **identify how symbols, rituals and places reflect identities**<br>• design a presentation (written or non-written) of Australian places, rituals and symbols that represent a range of Australian groups<br>• locate a place (Uluru) and identify a range of groups which value it for different reasons<br>• identify a range of Australian flags, including Aboriginal flags and Torres Strait Islander flags, and connect the symbolism to the values of the group/s which identify with the flags<br>• list the rituals associated with a particular time (end of school year, graduation, Christmas, staff farewells, break-up parties, carols by candlelight, awards) and interview groups to establish who identifies with particular ones | **explain changing attitudes**<br>• create a folio of evidence (gendered clothes over time) to explain how these reflect attitudes towards men and women at various times<br>• critique media (newspapers, cartoons and photographs) about an issue (South Sea Islander forced labour) to write statements that represent attitudes (farmer, politician, philanthropist, person forced to return to the Islands) towards a group at a particular time<br>• create a timeline that explains how a society valued children at different times (Britain from industrial to modern times, penal to contemporary Australia) and explain how this compares with their own life<br>• collect examples of children being removed from their families at different times and record their reflections of this in a journal | **express how aspects of groups influence personal identities**<br>• annotate a photograph or picture of themselves with information that identifies and describes material and non-material aspects of groups to which they belong<br>• collect and display artefacts, photographs, etc. that represent the material and non-material aspects of a group to which they belong<br>• provide affirmations about how personal behaviour or feelings are positively influenced by that group<br>• artistically express the influences of a group on personal identity | **express how dominant and marginalised identities are constructed**<br>• identify the manner in which identities are constructed (scan advertising materials, conduct comparisons of news reportage, interview different groups from a range of backgrounds, engage in reflection activities)<br>• evaluate the ways in which some groups are portrayed as dominant and others are marginalised or ignored<br>• explain the construction of identities to a specific audience (written submission to the Australian Broadcasting Commission, speech to a community group, website design, public awareness campaign) to reveal the 'hidden face of Australia' to other young people<br>• 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**<br>• distinguish between examples of gender construction and predict the impact these constructions would have on young people (look at modes and mediums in which they are evident — magazines, television, public life, family life)<br>• contrast power relationships associated with gender construction in different adolescent contexts (how does the manner in which gender is constructed distribute power within groups?)<br>• deconstruct gender stereotypes to develop a television show depicting mainstream and marginalised adolescent identities<br>• translate a text so that it offers a reverse stereotype and construct of adolescent identity<br>• investigate the formation of adolescent identities in different contexts and analyse the relationships between how gender is constructed and the nature of the identity (make decisions about the status and power of different genders in different groups) |

# Systems, Resources and Power

**Key concept:** Interactions between ecological and other systems        **Key process:** Investigating

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **SRP 1.1** Students identify how elements in their environment meet their needs and wants. | **SRP 2.1** Students investigate the origins and processing of a familiar product to describe relevant conservation strategies. | **SRP 3.1** Students make inferences about interactions between people and natural cycles, including the water cycle. | **SRP 4.1** Students outline how Australian industries link to global economic and ecological systems. | **SRP 5.1** Students evaluate the relationship between an ecological system and a government and/or an economic system. | **SRP 6.1** Students develop and test a hypothesis concerning a relationship between global economic and ecological systems. |
| **Students know:**<br><br>**Interactions between ecological and other systems** | **elements in their environment meet needs and wants**<br>• natural elements e.g.<br>  – trees which provide shade<br>  – plants which provide food<br>  – water for thirst, swimming<br>  – air to breathe<br>  – sunlight for warmth<br>• built elements e.g.<br>  – houses for shelter<br>  – footpaths to walk safely<br>  – playgrounds for play<br>  – shops to buy food<br>• social elements e.g.<br>  – Safety House for safety<br>  – teacher-librarian to help find resources<br>  – special events like birthday parties to help children feel special<br>  – signs and traffic lights to keep children safe<br>  – money to buy things<br>  – school rules for safety<br>  – education for lifeskills<br>  – ceremonies to help children know they belong | **origins of a familiar product**<br>• origins of resources e.g.<br>  – wheat for bread<br>  – oil for plastic<br>  – trees for timber and paper<br>  – coal for electricity<br>  – water for drinking<br>**processing of a familiar product**<br>• simple stages of production<br>• resources used at stages of production<br>• chemicals in production (for agriculture)<br>• water treatment<br>• packaging<br>**relevant conservation strategies**<br>• students practise e.g.<br>  – water conservation (Waterwatch)<br>  – paper recycling<br>  – energy-saving practices<br>  – composting<br>  – buying products with minimal packaging<br>• local strategies that conserve resources (local government glass and paper recycling)<br>• school strategies (conservation programs) | **natural cycles**<br>• water cycle<br>• food chains<br>• simple nitrogen cycle<br>• seasons (European and Indigenous constructs)<br>• aspects of seasonal cycles (cyclones, flood, monsoon, bushfire)<br>• tides<br>• plant cycles<br>• simple animal life cycles<br>**interactions between people and natural cycles**<br>• introduction and removal of plants and animals (cane toads, prickly pear, water organisms in ship ballast)<br>• introduction and removal of environmental elements (carbon monoxide, water, soil, salination)<br>• modifying the environment (artesian boring, contour farming, reforestation, mining, pollutants) | **Australian industries**<br>• primary (extraction/production of raw materials or resources) e.g.<br>  – pastoralism<br>  – agriculture<br>  – mining<br>  – forestry<br>  – fishing<br>• secondary (manufacture of primary resources) e.g.<br>  – steel manufacturing<br>  – paper production<br>  – hydro-electricity<br>• tertiary (provision of services) e.g.<br>  – research<br>  – education<br>  – health<br>  – tourism<br>  – entertainment<br>  – finance<br>• connections within workforce (in primary, secondary and tertiary sectors; local and global settings)<br>**global economic systems**<br>• trade between countries<br>• countries specialising in different industries (Australian mining, Japanese manufacturing)<br>• inequality of income and resource distributions in global contexts<br>**global ecological systems**<br>• land systems<br>• atmosphere systems<br>• water systems<br>• biological systems | **relationship between an ecological system and a government and/or an economic system**<br>• government restrictions on imports (poultry and certain seeds)<br>• government-funded research (CSIRO and fruit fly in north Queensland)<br>• legislated creation of reserves (forestry) which reduce greenhouse emissions and encourage ecotourism<br>• government-organised summits and public consultations concerning developments in or near natural ecosystems<br>• government green taxes (companies taxed according to how much pollution they create)<br>• council regulations concerning noise, control of pets or signage, which may also be supported by real estate developers<br>• companies that promote recycling (with deposits on drink containers)<br>• companies selling environmentally friendly products (biodegradable soaps, green energy, recycled packaging)<br>• corporate sponsorship of endangered animals<br>• market forces and ecotourism (at a particular site in Queensland)<br>• links between natural resources and an industry's sustainability (timber industry and plantation forestry) | **a relationship between global economic and ecological systems**<br>• global income distributions and the availability of clean water<br>• market demand for rainforest timber and the impact on rainforests (deforestation in Malaysia)<br>• economic growth and finite resources<br>• exporting raw materials, importing processed materials<br>• primary industries and environmental impacts<br>• population control in communist China<br>• exploitation or protection of Antarctica<br>• economic development and endangered animals<br>• impacts of Australian and Pacific Indigenous fishing practices |

# Systems, Resources and Power

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

**Key concept:** Interactions between ecological and other systems     **Key process:** Investigating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **SRP 1.1** Students identify how elements in their environment meet their needs and wants. | **SRP 2.1** Students investigate the origins and processing of a familiar product to describe relevant conservation strategies. | **SRP 3.1** Students make inferences about interactions between people and natural cycles, including the water cycle. | **SRP 4.1** Students outline how Australian industries link to global economic and ecological systems. | **SRP 5.1** Students evaluate the relationship between an ecological system and a government and/or an economic system. | **SRP 6.1** Students develop and test a hypothesis concerning a relationship between global economic and ecological systems. |
| **Students can:**<br><br>**Investigating** | **identify how**<br>• explain why they use particular things in their environment<br>• match elements to personal activities e.g.<br>  – match pictures of people in work role to activities (road crossing supervisor and student going home)<br>  – match words that link items of need to activity (fruit tree and drinking juice)<br>• describe feelings associated with needs and wants being met e.g.<br>  – 'When I am helped by the teacher aide, I feel …'<br>  – 'When I play with people, I feel …'<br>• describe basic economic transactions that they observe (which needs are provided for with money) | **investigate to describe**<br>• use a process to investigate e.g.<br>  – gather information (simple non-fiction and reference materials, excursion observations, interviews with workers) associated with one or more stages of resource production (ingredients information on food labels)<br>  – organise and record information in a chart, table, collage, flow chart or as electronic graphics; match resources to stages of production; sequence production stages; match workers to production<br>  – use recorded information to synthesise relevant conservation strategies that are realistic and able to be enacted | **make inferences**<br>• logically explain how a human change to a place may affect the water cycle<br>• predict the effects of global warming if plants are removed from the planet<br>• make correlations based on evidence (compare statistics of a plant population from two eras and link the data to known environmental changes, positive or negative)<br>• complete a flow chart predicting environmental impacts associated with the gold rushes<br>• forecast/predict a probable future based on current positive and negative practices (sand dune repair, Clean Up Australia Day, water pollution)<br>• predict consequences for a marine food chain if clear plastic bags and balloons are introduced | **outline how Australian industries link**<br>• create a flow chart showing shoe production in a foreign country and sales through Australian retail industry, including economic and ecological impacts (effect of chemicals on production workers, carbon emissions from factories)<br>• build a pictorial map of trade routes which shows proximity to transport systems, global resources and industries<br>• display products (furniture made from rainforest timber or pictures of products) with evidence of its association with foreign workers and environments | **evaluate the relationship**<br>• analyse a specific relationship between systems by breaking it into components in a summary table, where one column is devoted to 'scoring' the relationship according to a specified criterion<br>• devise criteria to test whether a relationship is ecologically and economically sustainable and apply that criteria (government intervention into a free market economy for the sake of protecting biodiversity; the use of natural resources as an economic commodity)<br>• construct an economic model which places value on the natural environment in the calculation of GDP<br>• provide reasons why a relationship between an ecological system and/or an economic or political system exists or should exist | **develop and test a hypothesis**<br>• engage in a process for developing and testing a hypothesis e.g.<br>  – frame a hypothesis that is manageable, relevant and focused<br>  – identify and gather relevant data (use a variety of search terms to interrogate a database)<br>  – compare and evaluate data (compare assessments about the reliability of information, compare statistical data with mapped information)<br>  – construct conclusions about the accuracy of the hypothesis<br>• use a local study to suggest a testable relationship that may exist on a larger scale<br>• identify and locate a variety of information to suggest a causal relationship and then compare this with that of an Indigenous perspective |

# Systems, Resources and Power

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

**Key concept:** Economy and business    **Key process:** Creating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **SRP 1.2** Students create representations that identify and challenge stereotypes about work roles. | **SRP 2.2** Students create a representation of various people and resources involved in the production and consumption of familiar goods and services. | **SRP 3.2** Students create a representation of occupational specialisation and interdependence in an industry from the past, present or future. | **SRP 4.2** Students plan and manage an enterprise that assists a community or international aid project. | **SRP 5.2** Students design models of the Australian economic system to demonstrate its relationship to global trade. | **SRP 6.2** Students make practical suggestions for improving productivity and working conditions in an industry or business. |
| **Students know:**<br><br>**Economy and business** | **stereotypes about work roles**<br>• personal and others' work roles at school, at home, in community<br>• sources of stereotypes e.g.<br>  – student misconceptions<br>  – misrepresentations in text and pictures<br>  – school practices (boy and girl monitors)<br>• local language (groundskeeper or groundsman)<br>• stereotypes about gender, disability, culture and age e.g.<br>  – who performs paid and unpaid work<br>  – abilities required for work roles<br>  – unrecognised and undervalued work (parent work at home, child work, volunteer aide work) | **familiar goods and services**<br>• goods associated with local shops (food, clothes, videos, books)<br>• services associated with local shopping centre (TV repairs, petrol station)<br>**people involved in production and consumption**<br>• bread: wheat farm workers → flour mill workers → transport workers → baker → consumer → waste management workers<br>• stereotypes of gender, age, ethnicity and disability<br>**resources involved in production and consumption**<br>• technology<br>• animal labour<br>• money<br>• diverse resources in one product (t-shirt: cotton, polyester from oil)<br>• packaging e.g.<br>  – resources used<br>  – consumption patterns<br>  – waste disposal | **industry**<br>• past (gold mining, Cobb & Co, rural)<br>• present (telecommunication, rural, tourism)<br>• future (energy, travel, building, entertainment)<br>**occupational specialisation and interdependence**<br>• rural/urban links (farmer and city baker)<br>• ecological/economic links (forest scientist and saw miller)<br>• workers associated with stages of production/service delivery<br>• occupations within an industry classified according to specialised skills, tools<br>• how workers within an industry are linked<br>• associated unpaid, unrecognised or undervalued workers (children, women, migrants, forced labour, Indigenous people, volunteer workers, campaigners) | **enterprise**<br>• a project involving initiative and some business practices<br>**community and international aid projects**<br>• projects with a social or environmental motive e.g.<br>  – Red Cross<br>  – Community Aid Abroad<br>  – Catchment Care<br>  – Smog Busters<br>  – disaster relief<br>  – Amnesty International<br>  – specific community action group (save our banks, airport noise, ratepayers association)<br>**assistance**<br>• fundraising<br>• community or in-the-field service<br>• information campaign<br>• advocating for change | **Australian economic system's relationship to global trade**<br>• the influence of exports and imports on Australia's national income and vice versa (the banning of lamb exports by consumer countries and its effects on Australian farmers)<br>• reasons for certain imports and exports (profit motive, environmental conditions)<br>• impacts on Australia's rural industries of global changes in demand and supply for primary products<br>• debates over tariffs, subsidies, participation in regional economic forums<br>• impact of the 1930s Depression on the extent of government regulation of the economy in Australia | **improving productivity and working conditions in an industry or business**<br>• increasing output per head (productivity) while ensuring that workers enjoy better physical, financial and emotional situations<br>• different productivity measuring devices used in different industries<br>• industrial relations: collective and individual negotiations and bargaining (the role of employer advocacy groups and unions)<br>• assessing the costs and benefits of piece work<br>• measuring production and assessing the impact of using new technologies<br>• understanding human motivations for raising productivity or improving working conditions<br>• rights and responsibilities of employers, employees, businesses and consumers |

# Systems, Resources and Power

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

**Key concept:** Economy and business   **Key process:** Creating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **SRP 1.2** Students create representations that identify and challenge stereotypes about work roles. | **SRP 2.2** Students create a representation of various people and resources involved in the production and consumption of familiar goods and services. | **SRP 3.2** Students create a representation of occupational specialisation and interdependence in an industry from the past, present or future. | **SRP 4.2** Students plan and manage an enterprise that assists a community or international aid project. | **SRP 5.2** Students design models of the Australian economic system to demonstrate its relationship to global trade. | **SRP 6.2** Students make practical suggestions for improving productivity and working conditions in an industry or business. |
| **Students can:**<br><br>**Creating** | **create representations**<br>• answer questions that challenge possible generalisations (If the school principal is a woman, are all school principals women?)<br>• draw or collect pictures of familiar work roles and analyse for diversity of gender, culture, age, ability and disability<br>• list words associated with abilities required for class work roles and analyse them (Can girls and boys do this? How would someone with a hearing impairment manage this? Could an older person do this?)<br>• enact non-stereotypical practices in class work roles<br>• discuss, role-play or draw responses to scenarios (What if only boys could use the playground?)<br>• create a collage of media representations of stereotyping and discuss<br>• analyse gendered work roles in various familiar settings (caregiver roles at home and school) and synthesise conclusions about gender and work roles (poster, annotated mural, cartoon) | **create a representation**<br>• design a concept map based on a product (wheat) showing ingredients, various workers, technology and costs<br>• design a simple flow chart about resource production (paper)<br>• label a diagram about a local service (how television repairers do their work)<br>• sequence pictures associated with the production and consumption of something intangible (electricity)<br>• create a wall collage about goods and services (classified pictures of goods or services)<br>• develop a simple map showing where to obtain goods and services in the local area<br>• develop an imaginary product or service and brainstorm the resources, technology and people involved in its production/delivery and consumption | **create a representation**<br>• develop a concept map for an occupation showing required resources, skills, tools and attitudes<br>• create a model of a past industrial site (diverse workers, aspects of production, work materials and tools associated with an 1800s gold field)<br>• flow chart a range of specialised workers associated with each stage of production of a particular resource<br>• role-play responses to situations that affect work interdependence (industrial accident, transport breakdown)<br>• create a map that shows places associated with an industry (rural, urban, ecological, economic)<br>• create a job description for a future industry that highlights specialisation and interdependence | **plan and manage an enterprise**<br>• cooperatively and/or personally e.g.<br>– develop a vision<br>– articulate the vision as an outcome (raise money, raise awareness, offer support, make a product)<br>– create strategies to achieve the outcome<br>– enact and manage the strategies<br>– make decisions<br>– plan priorities<br>– establish and carry out roles and responsibilities<br>– manage time<br>– manage finances<br>– manage other resources<br>– monitor progress and review plans<br>– evaluate effectiveness of outcome | **design models to demonstrate**<br>• create and label a circular flow diagram that demonstrates the main sectors of the economy<br>• translate first person narratives into dramatic performances that summarise economic relationships (the impact of the Wall Street Crash on families in Australia, the impact of global demand for Australian minerals on local communities)<br>• translate a diagram into a three-dimensional product<br>• build interactive web pages that allow users to identify relationships between economic conditions in foreign countries and Australian unemployment rates<br>• develop a small business plan for an Australian company so it can market its products globally | **make practical suggestions**<br>• engage in a process for developing practical suggestions e.g.<br>– identify a 'real-world' context<br>– gather information from a range of sources including perspectives of employers and employees<br>– articulate solutions for an identified issue (health and safety issue in a particular workplace)<br>– discuss ideas with practitioners from an industry or business and modify accordingly<br>– conduct a cost-benefit analysis for the short and the long term<br>– implement plans and describe the extent to which they are realised (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) |

# Systems, Resources and Power

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

**Key concept:** Participating and decision making    **Key process:** Participating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **SRP 1.3** Students monitor their personal abilities and limitations in cooperative work and play, to identify goals for social development. | **SRP 2.3** Students enact a simple enterprise to identify their own and others' strengths and weaknesses. | **SRP 3.3** Students apply the principles of democratic decision making in cooperative projects. | **SRP 4.3** Students enact democratic processes in familiar settings using knowledge of representative government. | **SRP 5.3** Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue. | **SRP 6.3** Students advocate to influence Australia's role in future global economies or environments. |
| **Students know:**<br><br>**Participating and decision making** | **cooperative work and play**<br>• games<br>• sharing play equipment, resources<br>• sharing places<br>• sharing work<br>• sharing expertise<br>**personal abilities and limitations**<br>• physical<br>• social<br>• intellectual<br>• what is easy and difficult<br>• likes and dislikes in play and work situations<br>• learning styles (performing best in hot or cold, light or dark, noisy or quiet, on own or in groups)<br>• dominant intelligence type e.g.<br>  – linguistic<br>  – mathematical<br>  – naturalistic<br>  – musical<br>  – interpersonal<br>  – intrapersonal<br>  – mathematical/logical<br>  – kinesthetic<br>  – spiritual | **simple enterprise**<br>• class shop<br>• class production (newsletter, biscuit factory)<br>• resource management project (paper making)<br>• planning for class excursion<br>• information campaign<br>**own and others' strengths and weaknesses**<br>• peers, teacher, familiar adults<br>• physical<br>• social<br>• intellectual<br>• what is easy and difficult<br>• likes and dislikes associated with contributing to the enterprise<br>• learning styles (performing best in hot or cold, light or dark, noisy or quiet, on own or in groups)<br>• dominant intelligence type e.g.<br>  – linguistic<br>  – mathematical<br>  – naturalistic<br>  – musical<br>  – interpersonal<br>  – intrapersonal<br>  – mathematical/logical<br>  – kinesthetic<br>  – spiritual | **cooperative projects**<br>• environmental field study leading to civic action<br>• information campaign to promote waste conservation practices<br>• class elections<br>• planning class camp or excursion<br>• cooperative group work in another key learning area (science investigation – working scientifically)<br>• designing a class code of conduct/bill of rights<br>**principles of democratic decision making**<br>• rights and responsibilities<br>• freedom of speech<br>• tolerance<br>• choosing, voting<br>• cooperation<br>• negotiation<br>• fairness<br>• inclusivity<br>• peaceful resolution<br>• taking responsible action<br>• reviewing how well things were done | **familiar settings**<br>• class<br>• school<br>• local community<br>**representative government**<br>• fundamentals e.g.<br>  – democracy<br>  – election<br>  – representative<br>  – electorate<br>  – upper and lower houses of parliament<br>• institutions e.g.<br>  – republic<br>  – constitutional monarchy<br>  – Commonwealth<br>• roles e.g.<br>  – prime minister<br>  – minister<br>  – cabinet<br>  – premier<br>  – member of parliament<br>  – government and opposition<br>  – governor-general<br>• associated concepts e.g.<br>  – act of parliament<br>  – bill<br>  – referendum<br>  – constitution of Australia and Queensland<br>  – political party<br>  – separation of powers | **significant current environmental, business, political or legal issue**<br>• 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 affected<br>• environmental issues occurring in natural, social or built settings<br>• business issues (taxation changes, unfair dismissal law)<br>• political issues (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)<br>• legal issues (those related to laws and regulations at a range of levels)<br>**participatory action**<br>• action which involves practical, authentic behaviours extending beyond the theoretical<br>• actions involving negotiation, consultation, clarification of position, clarity of intentions | **Australia's role in future global economies or environments**<br>• the advocacy role of Australian governments, organisations and/or groups regarding foreign aid, protecting world heritage and threatened areas<br>• the active participatory role of Australian governments and/or organisations in providing e.g.<br>  – foreign aid<br>  – accessibility of markets to nations with high levels of international debt<br>  – reduction of greenhouse gases<br>  – support for sustainable fishing practices<br>• the role of consumers as purchasers of ethically produced products e.g.<br>  – those without the use of exploited child labour<br>  – environmentally friendly products<br>  – those not involving animal testing |

# Systems, Resources and Power

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

**Key concept:** Participating and decision making     **Key process:** Participating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **SRP 1.3** Students monitor their personal abilities and limitations in cooperative work and play, to identify goals for social development. | **SRP 2.3** Students enact a simple enterprise to identify their own and others' strengths and weaknesses. | **SRP 3.3** Students apply the principles of democratic decision making in cooperative projects. | **SRP 4.3** Students enact democratic processes in familiar settings using knowledge of representative government. | **SRP 5.3** Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue. | **SRP 6.3** Students advocate to influence Australia's role in future global economies or environments. |
| **Students can:**<br><br>**Participating** | **monitor personal abilities and limitations**<br>• discuss abilities and limitations before and after activities (group and individual)<br>• compare a performance over time<br>• identify what they are good at in group situations<br>• identify what they would like help with<br>• identify what others are good at in group situations<br>• identify times when they received help, gave help<br>• share feelings associated with being able to and not able to do certain things<br>• accept limitations<br>• know when to seek adult help<br>**identify goals for social development**<br>• discuss goals with teacher guidance e.g.<br>  – what could be practised tomorrow?<br>  – how can I know if this has been successful?<br>  – what might need to be practised for a longer time? | **enact a simple cooperative enterprise to identify**<br>• with assistance, cooperatively engage in a process e.g.<br>  – set goals<br>  – decide resources needed<br>  – identify roles and responsibilities and how these will be allocated (based on knowledge of personal and others' strengths and weaknesses)<br>  – enact given role/s and responsibilities within the enterprise<br>  – create a timeline of things to be done<br>  – monitor and review own and others' progress (KWL chart: what I **K**now, what I **W**ant to know, what I have **L**earnt)<br>  – give constructive feedback to each other<br>  – review aspects of the enterprise (How could we have done this part better?) | **apply principles of democratic decision making**<br>• organise and participate in simple formal decision-making processes e.g.<br>  – meeting procedure<br>  – first-past-the-post voting<br>  – simple debate activities<br>• practise democratic values in decision making e.g.<br>  – enact rights and responsibilities<br>  – value opinions<br>  – vote<br>  – accept majority vote<br>  – accept others' points of view<br>  – participate in peaceful solutions | **enact democratic processes**<br>• organise and participate in democratic processes in familiar settings e.g.<br>  – simple debate<br>  – meeting procedure<br>  – first-past-the-post and preferential elections<br>  – question and answer forum<br>  – interviewing political representatives<br>  – advocating for change at local to global level<br>• practise democratic processes e.g.<br>  – rights and responsibilities<br>  – freedom of speech<br>  – valuing opinions<br>  – accepting popular vote<br>  – choosing, voting, consensus, cooperation, negotiation<br>  – fairness<br>  – peaceful solutions to problems<br>  – taking responsible action<br>  – leadership skills<br>  – reviewing democratic processes | **use structured decision-making processes**<br>• formal meeting procedures e.g.<br>  – select or allocate roles (chair, minute-taker)<br>  – keep records<br>  – decide on standing orders<br>  – set agenda<br>  – ensure inclusivity<br>  – participate in meeting business<br>  – articulate meeting decisions<br>• simulated election e.g.<br>  – decide on roles and process<br>  – engage in nomination process<br>  – conduct campaign/evaluate candidates<br>  – organise paperwork (ballot papers, how to vote cards)<br>  – conduct election<br>  – calculate results using preferential system<br>  – operationalise policies if elected<br>• court room role-play/mock trial e.g.<br>  – set trial procedures<br>  – select and allocate roles (judge, jury, plaintiff, defendant)<br>  – enact roles<br>  – keep records<br>  – enact trial outcome<br>  – debrief and evaluate | **advocate to influence**<br>• send persuasive letters to politicians and lobby groups<br>• design a simple Lickert Scale survey to promote push polling and analyse and publish results<br>• create questions to discuss with invited politicians to attempt to persuade them to a position<br>• conduct telephone interviews with people in positions of influence to obtain information and to persuade<br>• influence consumer behaviour by planning and organising an advertising and marketing campaign in the local area |

# Systems, Resources and Power

**Key concept:** Citizenship and government     **Key process:** Communicating

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **SRP 1.4** Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment. | **SRP 2.4** Students analyse information about their own and others' rights and responsibilities in various settings. | **SRP 3.4** Students describe simply the basic principles of democracy and citizenship from ancient to modern times. | **SRP 4.4** Students present comparisons of government and citizenship in pre- and post-Federation Australia. | **SRP 5.4** Students report on the main features and principles of legal systems in Australia. | **SRP 6.4** Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system. |
| **Students know:**  **Citizenship and government** | **familiar environment** • work situations • play situations • classroom • garden • playground • library • home • out-of-school care **practices for fair, sustainable and peaceful ways of sharing and working** • ways to share resources • ways to reuse resources • ways to conserve resources • care of living things • consideration of others' feelings • consideration of others' abilities and limitations • managing emotions • appropriate language (courtesies, non-racist and non-sexist) • being responsible for own actions and words • responsibility for own and others' materials • appropriate sense of humour | **various settings** • class • home • playground • school library • recreational settings • out-of-school care **own and others' rights and responsibilities** • right to enjoy/responsibility to ensure e.g. − safety − learning − freedom of speech/point of view − freedom to be different − free association with people − happiness − respect for property − privacy | **basic principles of democracy and citizenship from ancient to modern times** • types of rule and authority e.g. − succession (by inheritance, vote, war) − absolute monarchy (pharaohs) − direct democracy (ancient Athens) − representative democracy (Australia) • origin of rules and laws from divine right to democracy • citizenship rights and responsibilities at different times e.g. − women in ancient Athens − slaves in USA − children in contemporary Australia • representativeness and participation e.g. − freedom from slavery − freedom of speech − freedom of association − equality before the law | **government in pre- and post-Federation Australia** • contemporary and past Indigenous law • growth of political democracy and development of law since 1788 e.g. − penal system − colonial system − Federation story and federal system − developments after Federation (referendums, abolition of Privy Council) − future possibilities (republic, continuance of constitutional monarchy) **citizenship in pre- and post-Federation Australia** • groups with and without citizenship over time • rights and responsibilities associated with citizenship/ non-citizenship over time • citizenship campaigns | **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 (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 (The UN Declaration of Human Rights) • the right to a fair trial | **an economic, a political or a legal system** • systems of various times and places • economic system e.g. − partly regulated, free enterprise, capitalist (Australia) − less regulated capitalist (USA) − mainly without government regulation (laissez-faire of 19th-century Britain) − centrally planned (USSR of the past, Cuba) − communist with free market elements (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 |

# Systems, Resources and Power

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

**Key concept:** Citizenship and government     **Key process:** Communicating

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **SRP 1.4** Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment. | **SRP 2.4** Students analyse information about their own and others' rights and responsibilities in various settings. | **SRP 3.4** Students describe simply the basic principles of democracy and citizenship from ancient to modern times. | **SRP 4.4** Students present comparisons of government and citizenship in pre- and post-Federation Australia. | **SRP 5.4** Students report on the main features and principles of legal systems in Australia. | **SRP 6.4** Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system. |
| **Students can:**<br><br>**Communicating** | **describe practices**<br>• enact class protocols, rules and practices<br>• explain class protocols, rules and practices<br>• role-play practices<br>• list words associated with fair, sustainable and peaceful practices<br>• negotiate class rules and consequences<br>• discuss stories which model fair, sustainable and peaceful practices<br>• dramatically present solutions to problems in given scenarios (How do three people use the computer?) | **analyse information**<br>• tabulate personal rights and responsibilities in various places (library, Internet community) and look for commonalities<br>• describe cause/effect (why there are rules for the playground equipment; protocols for school of the air)<br>• define a problem in light of rights and responsibilities (why some children argue over a game)<br>• compare consequences of a situation (how various people felt when their happiness was considered by someone else)<br>• distinguish between rights and responsibilities<br>• seek people's motives for particular actions (greed, altruism) | **describe simply**<br>• discuss, write about, enact or illustrate aspects of principles of democracy<br>• arrange information in table form<br>• match given scenarios to principles of democracy (ruler to type of rule)<br>• match terminology to meanings<br>• describe situations from the past and how things are different or the same now<br>• sequence events over time (before and after the Eureka Stockade)<br>• offer interpretations about democracy at different times | **present comparisons**<br>• use criteria to compare the developmental stages of government e.g.<br> – who was a citizen<br> – citizen rights<br> – who made the law<br> – who enforced the law<br> – how leaders were appointed<br>• present comparative information e.g.<br> – table format<br> – pictorial flow chart<br> – written report<br> – timeline<br> – dramatic presentation<br> – oral presentation<br> – Venn diagram (similarities and differences of Australian government or citizenship at different times)<br> – forecast based on the present | **report on the main features and principles**<br>• use a formal written report genre<br>• provide a simulated radio or television news report<br>• create a computer-based bulletin board report<br>• provide a verbal, interactive report | **communicate informed interpretations to suggest reforms**<br>• write an argumentative essay about whether there should be less government regulation of some sectors of the economy<br>• participate in a debate on whether Australia should become a republic<br>• subscribe to an email discussion list on a current proposed law reform that will affect young people and provide substantiated contributions to this discussion |

# Systems, Resources and Power

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

**Key concept:** Access to power   **Key process:** Reflecting

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **SRP 1.5** Students discuss strategies that assist them to manage limiting situations. | **SRP 2.5** Students devise possible solutions to problems people may have in accessing resources. | **SRP 3.5** Students explain the values associated with familiar rules and laws. | **SRP 4.5** Students classify values that underpin campaigns and organisations associated with human or environmental rights. | **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. | **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** | **limiting situations** • disempowering situations e.g. – being bullied – being excluded • uncertainty of routines and rules e.g. – bells – library – tuckshop – games • unsafe situations e.g. – being lost – stranger contact • fearful situations e.g. – participating in discussions – being with unknown people – being in strange places • inability to join in e.g. – not knowing game rules • not maximising use of places and equipment e.g. – social expectations (gender, age) **strategies that assist students to manage limiting situations** • anti-bullying e.g. – telling the bully 'I don't like that' – walking away – 'hands off' gesture – seeking help • asking for assistance • 'give it a go' motto • knowing limitations • learning by observing others • Protective Behaviours • Safety House procedures | **problems people may have in accessing resources** • resources e.g. – goods (groceries) – services (education, telephone) – places (entertainment centres) – human resources (plumber, doctor) • geographical isolation • financial limitations • cultural barriers (language) • physical limitations (wheelchair and pram access) • gender barriers (gender roles) • stereotyping | **values associated with familiar rules and laws** • power valued in familiar rules and laws e.g. – democratic creation of rules and laws – provision of rights – requirement of responsibilities • equal access to the power of rules and laws e.g. – safety valued in road rules and laws – cultural diversity and belonging valued in anti-racism rules – resource management valued in littering rules – biodiversity and future sustainability valued in endangered species laws – culture valued in local heritage laws – respect and the right to safety valued in anti-bullying rules – the right to fair working conditions valued in industrial relations law – protection of intellectual property in copyright laws | **campaigns** • past and present • local, Australian, international and/or global • human or environmental rights (establishment of national parks, Eureka Stockade, Eight Hour Day, free education, Waterwise, anti-whaling, abolition of slavery, Equal Pay for Women, nuclear testing, Aboriginal Freedom Ride, native title) • campaigners (e.g. Martin Luther King, Vida Goldstein, suffragettes, Bob Brown, Dick Smith, David Suzuki, Pat O'Shane, Emma Miller, Eddie Mabo, Ian McKlellan, Robert Owen, Judith Wright, Mahatma Ghandi, Chartists, Dame Enid Lyons, Lowitja O'Donaghue) • perspectives of groups involved • outcomes of campaigns **symbols of campaigns and organisations** • songs/poems (*Imagine*, *Treaty*) • sayings (*I have a dream*, *Peace*) • logos (WWF Panda, Amnesty candle) • flags (Aboriginal flag) • signs (hand sign for peace) • artefacts (poppy, paper cranes) • promotional people (Princess Diana) **organisations which maintain environmental and human rights** • courts, trade unions, student groups, community activists, churches, governments, UN, Amnesty International • treaties, agreements, legislation, policies (e.g. Kyoto Protocol, United Nations Charter of Human Rights, equal opportunity laws) | **access to democracy in Queensland or other Australian political settings** • constraints on 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 (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 |

# Systems, Resources and Power

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

**Key concept:** Access to power    **Key process:** Reflecting

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| **Core Learning Outcome** | **SRP 1.5** Students discuss strategies that assist them to manage limiting situations. | **SRP 2.5** Students devise possible solutions to problems people may have in accessing resources. | **SRP 3.5** Students explain the values associated with familiar rules and laws. | **SRP 4.5** Students classify values that underpin campaigns and organisations associated with human or environmental rights. | **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. | **SRP 6.5** Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power. |
| **Students can:**  **Reflecting** | **discuss strategies** <br>• collaboratively list ways to cope with particular situations <br>• share successful ways of coping in particular situations <br>• describe personal contributions in creating limitations for others (exclusion) and how that can be changed <br>• explain Protective Behaviours <br>• explain where Safety Houses are and what to do in times of concern | **devise possible solutions** <br>• role-play people in problem and solution roles <br>• list local access problems and design solutions <br>• model, map or draw places which can be accessed by people with physical limitations <br>• investigate and list people who assist those who don't have much money <br>• suggest how people in isolated areas could use information technology to obtain health care <br>• find solutions in fictional literature and translate to familiar scenarios | **explain values** <br>• interpret the reason for an existing rule or law and frame the reason as a value <br>• describe/predict natural and punitive consequences when rules and laws are breached <br>• match values to rules and laws <br>• explain why a rule has personal importance <br>• identify personal values and locate rules or laws that support these <br>• match school rules to sentences in the school's vision statement | **classify values** <br>• analyse the operations of different organisations and groups according to broad values e.g. <br>– democratic process <br>– social justice <br>– ecological and economic sustainability <br>– peace <br>• identify campaigns and/or organisations that aim to improve access to power for particular groups <br>• decide how a campaign or organisation has enhanced the power of a group by improving their human or environmental rights | **apply the value of social justice to make suggestions** <br>• test whether a political practice values diversity or common human rights and explain how it may be improved <br>• 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** <br>• 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 <br>• create submissions to appropriate authorities for improving the situation facing exploited children |

# Planning for learning and assessment

The *Years 1 to 10 Studies of Society and Environment Syllabus* provides a framework for planning learning and assessment activities through which students have opportunities to demonstrate what they know and can do with what they know in the key learning area. Programs, units and activities are the main organisational structures for curriculum used in schools. Experiences that promote learning, and strategies for gathering information about that learning, are developed within these structures. Despite the common use of terms, the nature, extent, purpose and organisation of programs, units and activities differ widely depending on student needs, teacher expertise, the local context and school authority requirements.

This section provides advice that will support appropriate, effective and efficient planning for learning and assessment for the following:
- characteristics of worthwhile programs, units and activities
- program planning considerations
- unit planning considerations
- activity planning considerations
- planning assessment for demonstration of learning outcomes.

Advice is included on using the Studies of Society and Environment sourcebook modules to plan for student demonstrations of learning outcomes. This section also links to and draws on advice in the previous sections of the sourcebook guidelines and all sections of the initial in-service materials.

## Characteristics of worthwhile programs, units and activities

Programs, units and activities that are consistent with the principles of the outcomes approach promoted in the syllabus should reflect:
- comprehensiveness
- promotion of self-reflection
- appropriateness
- sequence of units and activities within programs
- relevance and authenticity
- consideration of equity issues
- promotion of active learner involvement
- efficient and innovative use of resources
- policies.

### Comprehensiveness

A comprehensive range of experiences should involve students in using a variety of processes for social and environmental learning and inquiry. Assessment will be comprehensive if it enables all students to demonstrate core learning outcomes.

### Promotion of self-reflection

Activities that promote reflective and self-directed learning provide opportunities that enable students to monitor their own learning. These opportunities should be provided at relevant intervals to enable students to reflect on:
- what they have learned
- their strengths and weaknesses as learners
- their progress in demonstrating learning outcomes
- ways to improve their learning.

## Appropriateness

Activities will be appropriate when they are suited to the developmental levels and learning styles of students. Teachers should provide students with experiences that represent realistic challenges and enable them to develop beyond their present levels of understanding. Appropriateness for all students requires that experiences be varied and, where necessary, individualised by providing extra scaffolding for the development of learning outcomes.

## Sequence of units and activities within programs

The sequence of units and activities should allow time for students to investigate ideas and develop skills and understandings. It should also provide multiple opportunities for students to demonstrate learning outcomes. Students must be aware of the criteria for demonstrating learning outcomes and know how they are progressing in relation to them.

Consideration must be given to the balance of units and activities across the span of an overall Studies of Society and Environment program. Ideally, students should be provided with opportunities to participate in units and activities for each of the Studies of Society and Environment strands every year to ensure continuity of development of practices, skills and dispositions.

## Relevance and authenticity

Programs, units and activities will be relevant and authentic when their content and contexts link with students' cultural, social or geographic background and prior understandings and allow them to construct new understandings. The interests and understandings of students should be determined prior to beginning activities. Relevant and authentic activities should also involve students in contexts that are engaging and enjoyable and that provide opportunities for them to negotiate curriculum.

## Consideration of equity issues

Programs, units and activities in Studies of Society and Environment are equitable when they enable all students to access and participate in them. They must include and value the experiences and circumstances of all students. Worthwhile programs, units and activities promote knowledge, practices and dispositions regarding equity and provide a means of exploring and challenging equity issues in and through Studies of Society and Environment.

To ensure access and participation for all students, programs, units and activities should take into consideration the interrelationships between and among the cultural and linguistic backgrounds, socioeconomic circumstances, abilities, learning styles, disabilities, sexual identities, gender and geographic location of all students.

Programs, units and activities should promote supportive environments in which students:
- take care of and accept themselves as they grow and change
- value themselves as members of various groups
- identify the range of opinions expressed in the community on various issues and challenge the assumptions underlying community expectations
- develop the knowledge, skills, attitudes and values needed to achieve effective relationships
- support and encourage one another as they engage in and reflect upon Studies of Society and Environment activities.

Programs, units and activities can include and value the experiences, backgrounds and circumstances of students by including:

• discussions on the range of individual and community values and beliefs and their implications
• evaluation of the consequences of translating value positions into practice
• engagement in critical evaluation and reflection
• participation in activities associated with a range of cultures, histories and languages.

To enhance students' exploration of equity issues in Studies of Society and Environment, programs, units and activities should:

• develop the skills of sourcing and critically analysing information to make informed decisions
• include participation in decision making and public debate
• take action on forms of inequity that affect access to resources and to a safe environment
• make explicit the fact that knowledge is historically, socially and culturally constructed.

## Promotion of active learner involvement

Teachers should acknowledge and accommodate the prior experience and knowledge of students when planning activities. Students' constructions of meaning can be nurtured by providing ongoing opportunities for them to apply the knowledge, skills and understanding that they bring to new learning. Activities which emphasise the processes of investigating, creating, participating, communicating and reflecting should build on and challenge students' existing understandings. Sharing ideas and intellectual risk taking should be encouraged.

## Efficient and innovative use of resources

Activities should make efficient, cost-effective and timely use of resources. It may be necessary to support demonstrations of outcomes with particular resources to cater for differences in learning needs. Where appropriate, students will be encouraged to use resources in innovative ways as they strive to demonstrate learning outcomes.

## Policies

Activities should adhere to and observe any policies that apply to schools. These policies may relate to safety, social justice, pedagogy or other curriculum requirements.

# Program planning considerations

Programs are used by teachers to structure planning for learning and demonstrations of learning outcomes over periods of time. The most effective starting-point for school-based planning for learning and assessment in Studies of Society and Environment is a whole-school program. Programs represent long-term plans, describing how units and activities contribute to the development of overall learning outcomes, key learning area outcomes, core learning outcomes and possibly discretionary learning outcomes of the Years 1 to 10 curriculum.

Programs should consider individual students or groups of students with specific needs. A Studies of Society and Environment program may be produced for students within a group, class, year level or whole school and may be integrated within or across one or more of the key learning areas.

Programs in Studies of Society and Environment will vary according to the philosophical, cultural, social and geographical contexts of the school, in addition to the physical and human resources of the school and local and wider communities. Planning should allow flexible delivery and integration across the curriculum where appropriate. The following considerations will impact on the way Studies of Society and Environment programs are planned:

- the individual school's approach to integration and complementary learning across the curriculum
- school timetable structure, such as a unitised curriculum
- primary school and secondary school settings
- P to 10 or P to 12 school structures
- multi-age classes
- rural and remote, and distance education settings
- one-teacher school organisation
- special schools
- special education units.

## Whole-school programs

A school program can assist the implementation of Studies of Society and Environment by providing information such as:

- the range of learning outcomes associated with particular units and year levels
- when particular learning outcomes are expected to be demonstrated by most students
- the expected time needed for units
- how units relate to the attributes of a lifelong learner, cross-curricular priorities, equity considerations and the key learning area outcomes of Studies of Society and Environment
- how a series of units contribute toward the school's ethos, beliefs, mission statement and/or strategic plans
- the relationship of Studies of Society and Environment units to school assessment and reporting practices and policies
- how the program links to policies
- the relationship of the Studies of Society and Environment program to the needs of students
- access, use, management, equity and safety considerations associated with resources
- considerations related to school–community interactions
- considerations related to the physical and emotional safety of students
- considerations related to the benefits and limitations of the educational setting.

A program will allow schools to identify and evaluate organisational issues to ensure effective implementation of Studies of Society and Environment, for example:

- annual operational planning considerations, including monitoring and review processes
- budgeting
- professional development
- resource purchasing, access, use, management, inclusivity and safety
- human resource allocation
- timetabling
- review and development of school policies and procedures
- development of courses targeted to specific needs of students
- assessment and reporting practices at school and class level.

Whole-school programs may consist of discrete courses. Courses are planned sets of learning experiences and assessment opportunities that have a specified duration and location in a school's overall curriculum offering. Schools

may wish to develop courses to meet the needs of their students and community. Courses may have a particular focus, for example:

- courses supporting middle schooling
- a specialised implementation of a key learning area syllabus for particular year levels in a primary school
- a specialised implementation of a key learning area syllabus, perhaps in preparation for a subsequent course (for example, oriented towards vocational education) or syllabus (for example, from the Board of Senior Secondary School Studies)
- a course allowing students to develop and demonstrate learning outcomes from more than one key learning area
- a course based on the core or discretionary learning outcomes of one or more subject area syllabuses
- a course based on an emerging field of knowledge or enterprise
- courses founded in a problem-based approach — for example, the Coalition of Essential Schools
- courses based more explicitly on the valued attributes of a lifelong learner or on one or more cross-curricular priority — for example, lifeskills — and drawing on core learning outcomes from a number of key learning areas
- courses that enable core learning outcomes to be demonstrated with specialised content and/or contexts
- courses that allow the continuation, promotion and/or integration of current school systems' policies.

Teachers will first need to determine whether there is a need for a particular course. Through consultation with staff, students, parents and community, developers will need to ascertain the scope of the proposed course and make explicit the desired learning outcomes.

If courses are to be developed collaboratively at the community level, cultural sensitivity and local cultural relevance will need to be considered. This will be particularly important when designing courses to meet the needs and interests of school communities that include Aboriginal students and Torres Strait Islander students, faith-based communities and communities comprised of people from diverse linguistic and cultural groups.

Courses may vary in duration, ranging from a minimum duration of one semester to a maximum of a number of years. In these cases, schools might be offering their curriculum via a 'smorgasbord approach' or with vertical timetabling. In such cases, there could be typical combinations or set patterns of 'modules' comprising an overall course. Within this schema, specialised 'modules' might be offered, including vocational education units.

In such cases, schools would need to 'track' core learning outcomes to make sure that a student's complete curriculum choice does not neglect any core learning outcomes. Additionally, schools would need to be mindful of the relationship between indicative time allocations for core and discretionary learning outcomes.

The Studies of Society and Environment syllabus outlines one way to develop courses for lower secondary students based on optional subject syllabuses in civics, geography and history. The optional subject syllabuses describe how a combination of any two optional subject syllabuses will assist students to demonstrate all the core learning outcomes for Levels 5 and 6.

Courses designed by school authorities, professional associations and others using learning outcomes of key learning area syllabuses, need to reflect the guidelines, principles and decisions that underpin these syllabuses.

## Planning

When planning Studies of Society and Environment programs, syllabus requirements, the learning needs of students and approaches to planning should be considered. Consideration also needs to be given to assessment procedures.

### Syllabus requirements

When planning in the Studies of Society and Environment key learning area, teachers should consider the following syllabus requirements:

*Key learning area outcomes* describe the contribution that Studies of Society and Environment makes to the Years 1 to 10 curriculum and to the development of the valued attributes of lifelong learners.

*Learning outcomes*, core and discretionary, selected for inclusion in a program should reflect the levels at which the students within the school or year level are working. The core learning outcomes within each strand of Studies of Society and Environment are interrelated and complementary and should not be considered in isolation when planning for learning and assessment. In particular, the key values of democratic process; social justice; ecological and economic sustainability; and peace, concepts, processes and core content topics are embedded in the core learning outcomes and must be considered when planning.

*Core content* is drawn from the core learning outcomes. During Years 1 to 10 students should be provided with activities within programs that incorporate the levelled core content of each Studies of Society and Environment strand. The core content should be contextualised to suit the school setting and students' needs and interests.

*Principles of assessment* should be incorporated through appropriate, effective and efficient assessment processes within activities and units that constitute a program.

*Principles of equity* for all students should be supported and promoted. This will allow equitable access and participation and provide opportunities for students to demonstrate what they know and what they can do with what they know. It will also enable students to explore equity issues in and through Studies of Society and Environment.

*Cross-curricular priorities* of literacy, numeracy, lifeskills and a futures perspective should be embedded in programs wherever possible so that students have regular contact with each of these priorities at all stages of their schooling.

*Valued attributes of a lifelong learner* should be included in a program to ensure that a contribution to lifelong learning is identified in units and activities that cultivate habits of mind and dispositions to facilitate the development of these valued attributes.

### Consideration of students' needs

All programs should encourage the use of learner-centred approaches and take into account the school population and the individual and group differences that exist. Wherever possible, a program should ensure that students have multiple opportunities to demonstrate the learning outcomes consistently. Similarly, programs should allow students opportunities to demonstrate learning outcomes in various contexts.

Students have a diverse range of educational requirements. They differ in their rates of learning at different points in their development and in the nature of this

learning. They also differ in their understandings, skills, needs and learning styles. This diversity should be taken into consideration when planning both learning and assessment. All students must be given appropriate opportunities to demonstrate learning outcomes.

When planning, teachers should:
- respect and value the individuality, identity, cultural, linguistic, economic, geographic and social circumstances of each student
- acknowledge and build upon the prior learning and experiences of students
- actively engage students, where possible, in aspects of planning and assessment
- acknowledge and cater for the varying interests, abilities, preferred learning styles and rates of development of students
- provide various age-appropriate choices.

Planning should acknowledge students who progress at a faster rate than others. Teachers should provide these students with opportunities to develop understandings related to outcomes at the next level. Alternatively, students could work towards demonstrations of outcomes at the same level in other contexts or work towards demonstrations of discretionary outcomes at the same level.

To assist students who are working towards outcomes beyond those already demonstrated, teachers may need to create:
- further opportunities to develop an understanding of the concepts and to demonstrate the outcomes
- activities in different contexts to make sense of the outcomes involved
- different learning–teaching approaches
- a clearer explanation of what is expected of students and more explicit links to other understandings and experiences
- additional support to facilitate learning
- more time to demonstrate the outcomes.

Programs for students with disabilities and students with learning difficulties should provide multiple pathways for engaging in learning experiences and demonstrating learning outcomes. Most students with disabilities will demonstrate progress similar to that of their peers. Some students with disabilities and learning difficulties may not be able to demonstrate all learning outcomes within a level and may find some strands more difficult than others.

The level statements at Foundation Level and some sample learning outcomes have been developed for students with disabilities who are not yet demonstrating the core learning outcomes at Level 1. Teachers are encouraged to develop personalised learning outcomes for Foundation Level to suit the needs, interests and abilities of individual students.

Learning outcomes developed from the level statements at Foundation Level should:
- describe what students are expected to know and do with what they know
- be written so that they can be assessed
- be demonstrable
- reflect the intent of the level statement
- be tailored to the students' individual needs
- be linked to the students' individualised curriculum programs.

### Approaches to planning

When planning for effective learning experiences, teachers should:
- where possible, develop partnerships within the school and the wider community, including parents/caregivers, cultural and religious groups, government agencies, support services and community organisations

- ensure content, teaching strategies, resources and assessment techniques and tasks:
  - provide for a range of language competencies
  - are equitable
  - take into account the range of abilities and needs of the students
  - are challenging, rewarding and purposeful
- provide students with opportunities to demonstrate their understanding of both the concepts and the processes within the learning outcomes
- consider the reporting requirements of the student, school, school authority, parents/caregivers and community
- consider staff expertise and interests and provide support networks for sharing skills and professional development
- introduce new perspectives to social and environmental studies
- encourage thinking and problem-solving processes
- foster links within and across other key learning areas
- develop literacy and numeracy skills relevant to Studies of Society and Environment
- promote lifeskills and a futures perspective.

Common planning of learning and assessment activities may assist groups of teachers to reach shared understandings of learning outcomes and what students are expected to know and do with what they know. Common planning is a collaborative process that may involve different teachers in using the same learning outcomes to plan:
- learning and/or assessment activities
- different activities in different contexts
- activities in different key learning areas.

Common planning is useful in promoting consistency as this process:
- develops shared understandings about the intention of the core learning outcomes and how they might be demonstrated
- develops shared understandings about learning experiences and assessment opportunities related to the core learning outcomes
- facilitates comparability of teachers' judgments about students' demonstrations of the core learning outcomes
- allows students to develop connections between learnings within and across key learning areas
- provides students with access to a range of teachers with various talents and perspectives.

## Unit planning considerations

A Studies of Society and Environment unit provides opportunities for students to demonstrate identified core learning outcomes by experiencing various activities from a range of contexts. Units will typically be developed and implemented by taking into consideration the school program in Studies of Society and Environment. Where appropriate, the unit should develop information about the knowledge, processes, skills and dispositions drawn from within and across the strands of Studies of Society and Environment, possibly from the other key learning areas and possibly from different levels.

## Planning process

Planning is a dynamic, cyclical and recursive process involving concurrent planning of learning and assessment activities, as the following diagram shows.
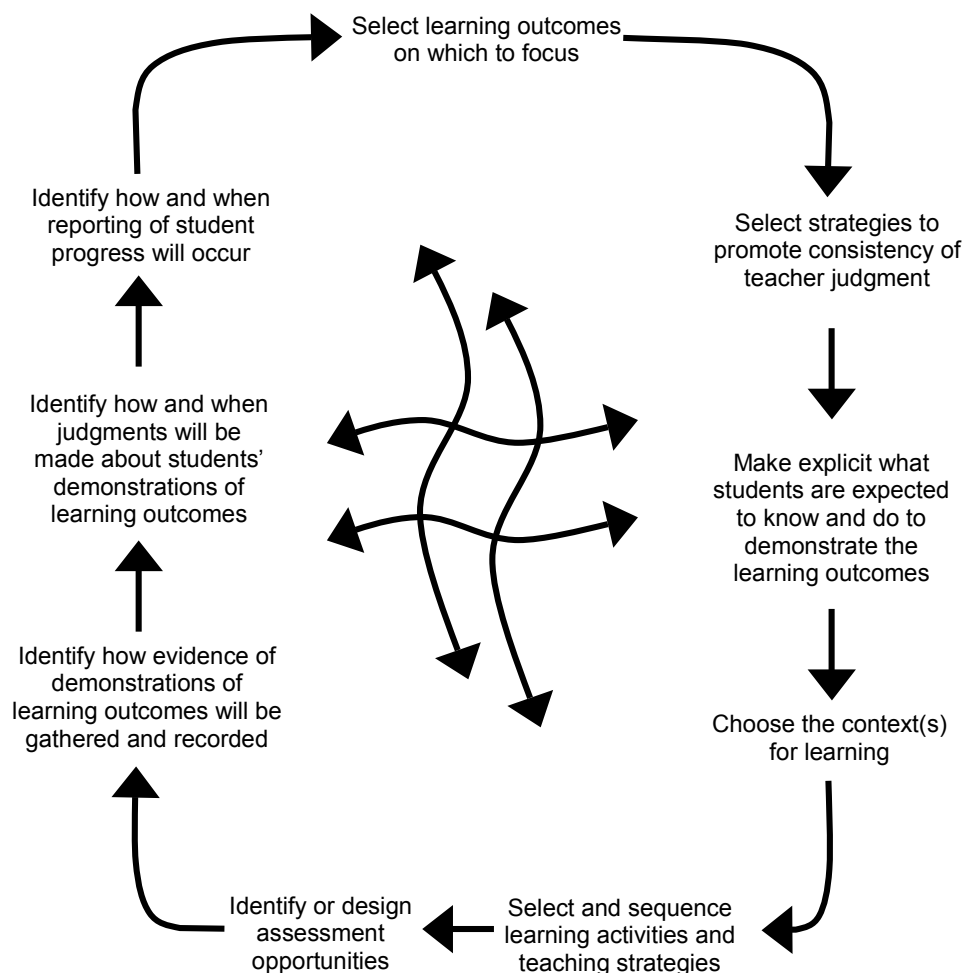


**Planning for learning, teaching, assessment and reporting**

The phases of this planning process are detailed below. They may not necessarily occur in a linear way. For example, the context(s) of learning activities may exist as the starting-point for planning, which then determine the selection of learning outcomes. Alternatively, other factors may determine the learning outcomes, which then require context(s) to be chosen.

*Select the learning outcomes*

- Consider the prior learning, needs and interests of the students.
- Identify the learning outcome(s) that will be the focus of learning and assessment. These may come from the strands of Studies of Society and Environment, from other key learning areas and from other levels.
- Identify learning outcomes from the same strand, other strands or other key learning areas that could complement the learning associated with the focus learning outcome(s).
- Make sure you are cognisant of the developmental sequence by looking at the key concepts and key processes of the learning outcomes at the levels before and after the focus outcomes.

*Select strategies to promote consistency of teacher judgment*

- Consider consistency strategies that could be implemented — for example, collaborative planning, common criteria sheets, descriptions of typical responses, moderation processes (formal and informal).
- Identify which strategies will be used to ensure consistency of judgment of students' demonstrations of learning outcomes.

*Analyse the learning outcomes*

- Make explicit what students need to know and do with what they know to demonstrate the learning outcomes:
  - Identify which key concepts and key processes organise the learning outcomes.
  - Analyse the learning outcomes and identify what students are expected to know and do with what they know.
  - Enhance understandings of the values, concepts, processes and core content topics embedded in the core learning outcomes by using a range of sources such as the descriptions of key values and core content in the syllabus, the elaborations of core learning outcomes in the guidelines.
  - Use elements from the syllabus (including the core content and values) and sourcebook guidelines (including elaborations) to support understanding of the outcomes.

*Choose the context/s for learning*

- Consider the specific needs and abilities of the students (learning styles, special needs, various circumstances, previous experiences and prior learnings), select context/s and activities.
- Consider the values, concepts, processes, core content topics and valued attributes of a lifelong learner as a unit focus.
- Consider the available school and local resources.

*Select and sequence learning activities (and teaching strategies)*

- Use the analyses of the learning outcomes to guide the selection of context and learning and assessment activities.
- Create activities and/or use those in the sourcebook modules and other resources that provide opportunities for students to develop understandings associated with the learning outcomes.
- Identify teaching strategies that meet the needs of the students.
- Sequence learning and assessment activities according to phases of a social or environmental inquiry model such as exploring, investigating and synthesising.
- Create multiple opportunities, in a variety of contexts, for students to demonstrate the learning outcomes.
- Ensure flexibility in the sequence of activities to enable responsiveness to unexpected situations.

*Identify or design assessment opportunities*

- Identify activities that would provide opportunities during the learning process for students to demonstrate what they are expected to know and do with what they know in relation to the learning outcomes.
- Develop specific assessment techniques, tasks and instruments that are compatible with learning experiences.
- Make explicit to the students the criteria to be used when making judgments.

*Gather and record evidence*

- Use techniques and instruments to gather and record evidence of demonstrations of learning outcomes.

*Make judgments*

- Use the recorded evidence to make judgments about students' demonstrations of learning outcomes.
- Reflect on whether judgments about students' demonstrations of learning outcomes are consistent and identify strategies that could be used in future units to promote consistency of judgment.

*Report student progress*

- Identify how and when feedback will be provided to students about their learning and their progress in relation to the learning outcomes.
- Identify whether (and if so, how and when) other audiences will be provided with information about the learning that has occurred in the unit of work.

## Unit organisation

Units may be structured in different ways according to the requirements of schools but should typically include:
- unit title
- the learning outcomes on which the unit is based
- unit overview and purpose, structured around the processes of social and environmental inquiry
- assessment strategy, including tools for profiling and recording student demonstrations of outcomes
- unit duration, the equivalent of at least an average of 1.5 hours a week
- terminology
- links within and across the key learning areas
- equity considerations
- school authority policies, possibly including safety and educational settings
- sequenced and phased activities that provide opportunities to develop the values, concepts and processes associated with the learning outcomes
- special considerations for individuals or groups of students
- resources
- unit evaluation.

## Learning outcomes

Units include activities based on learning outcomes which may be selected from:
- within or across the strands of Studies of Society and Environment
- one or more levels within Studies of Society and Environment
- across key learning areas.

Units may include activities based on discretionary learning outcomes to broaden the understandings of those students who have already demonstrated the requirements of the core learning outcomes.

Additional learning outcomes in the optional subject syllabuses may assist in the design of civics, geography and history units or courses.

Teachers planning for students with disabilities who demonstrate a level of understanding before that of Level 1 may develop outcomes to meet individual needs. Examples of learning outcomes for each strand at Foundation Level are provided in the scope and sequence of learning outcomes section.

## Planning for multiple learning outcomes

School communities may develop a range of learner-centred approaches that provide opportunities for demonstrations of multiple learning outcomes. Multiple learning outcomes may be associated in the following ways:

- Outcomes from within or across key learning areas that are complementary and relate to similar learning contexts or content.
    - Complementary groups of outcomes from within a key learning area such as related outcomes from the Time, Continuity and Change strand and the Place and Space strand of Studies of Society and Environment.
    - Complementary groups of outcomes from across key learning areas such as outcomes from the Media strand of The Arts and outcomes from the Culture and Identity strand of Studies of Society and Environment.

- Using different contexts in which to apply the knowledge, practices and dispositions developed through engagement with other outcomes.
    - Using social inquiry processes developed in Studies of Society and Environment to make investigations when in role in Drama.
    - Choreographing and performing dance sequences that express knowledge about attitudes and dispositions gained in the Time, Continuity and Change strand of Studies of Society and Environment.

- Outcomes from strands in a key learning area, or across key learning areas, which draw on connected content or contexts that culminate in authentic products, performances or responses.
    - Students may undertake a study of natural disasters and be working toward outcomes in three distinct and separate areas of learning — for example, exploring natural disasters in a Studies of Society and Environment context, in a Science context and by exploring the energy present in the disasters in a Dance context.

Selecting learning outcomes from a range of levels is also possible using these approaches. These learning outcomes may be selected from:
- one strand in a key learning area
- a number of strands in a key learning area
- strands across key learning areas.

## Social and environmental inquiry

Social and/or environmental inquiry processes are integral to planning in Studies of Society and Environment. Inquiry learning develops students' investigative and critical thinking skills. Inquiries begin with the prior knowledge and experience of students and include various phases such as:
- identifying an issue
- framing and focusing questions
- locating, organising and analysing evidence
- evaluating, synthesising and reporting conclusions
- possibly taking action
- reconsidering and reflecting on consequences and outcomes of the phases.

The sourcebook modules model a range of inquiry processes and strategies to promote the development and application of social and environmental inquiry processes. The research papers *Inquiry processes in primary Studies of Society and Environment* and *Inquiry processes in secondary Studies of Society and Environment* offer further advice and are available on the Queensland School Curriculum Council website (www.qscc.qld.edu.au).

## Developing units using sourcebook modules

Units may be created by modifying Studies of Society and Environment sourcebook modules to meet students' needs and interests and school contexts. Sourcebook modules provide examples of planning for learning and assessment using an outcomes approach. The full range of sourcebook modules developed for Levels 1 to 6 include learning and assessment activities based on Studies of Society and Environment and cross-key learning area outcomes.

Other sourcebook module materials that will assist with planning programs, units and activities are:
- Levels 1 to 6 module topics for Studies of Society and Environment (Appendix 3)
- Levels 1 to 6 module learning outcomes maps for Studies of Society and Environment (Appendix 4)
- Associated module information for Studies of Society and Environment available on the Queensland School Curriculum Council website (www.qscc.qld.edu.au).

Sourcebook modules contain activities, resource materials, information regarding assessment and background and reference material to support the implementation of the syllabus. The activities contained within the modules are neither exhaustive nor definitive, but are intended as a guide for planning school and class units, activities and programs. The modules are based on syllabus requirements, current practice and the anticipated needs and interests of students at different stages in their schooling. The modules demonstrate:
- a series of learning and assessment activities that facilitate student demonstration of core learning outcomes
- how to combine core learning outcomes from within or across strands and possibly key learning areas in a meaningful context
- the relationship between core learning outcomes and planning learning and assessment
- how the core content can be used for planning learning and assessment
- how equity considerations can be incorporated into activities
- the use of different learner-centred approaches to learning and teaching, particularly social and environmental inquiry approaches
- activities that contribute to the development of the cross-curricular priorities.

Teachers are encouraged to select and adapt module activities and to sequence them in whatever way is most appropriate for their students, and may combine activities from other modules and sources.

Alternatively, teachers might develop their own outcomes-based units by:
- referring to the Studies of Society and Environment sourcebook modules to develop their own outcomes-based units
- seeking background information about topics such as social and environmental inquiry approaches, values, sensitive issues, processes and perspectives
- seeking information to develop assessment tasks and instruments for particular learning outcomes
- comparing criteria associated with outcomes for consistent judgment of student demonstration of learning outcomes.

## Sensitive issues

Activities that deal with topics of a potentially sensitive nature — for example, cultural studies, values and spiritual beliefs and personal stories, histories and experiences — must be dealt with thoughtfully and carefully. School authorities may have policies to advise teachers on how to deal with such issues.

Teachers need to be aware that no learning activity is value free. Before dealing with sensitive issues, teachers are encouraged to identify and critically examine their own attitudes and opinions. Teachers should consider that:
- sensitive issues will arise in Studies of Society and Environment
- students and parents/caregivers should participate in the development of aspects of programs and units, particularly those with sensitive issues
- students and parents/caregivers should be informed when sensitive issues are to be taught as part of a unit
- the learning environment should be an emotionally and socially safe and supportive environment that enables individual opinions and attitudes to be respected
- there is a need for impartiality when dealing with sensitive issues and a need to present a range of perspectives which show understanding of and respect for individuals and their cultural and religious diversity.

Many strategies are available to support the teaching of sensitive issues. Some of these are modelled in the Studies of Society and Environment sourcebook modules and initial in-service materials.

# Activity planning considerations

Activities are planned learning experiences that actively engage students in the teaching and learning process. The sequencing of activities plays an important role in providing opportunities for students to demonstrate learning outcomes and should assist students to develop the knowledge, skills, processes and dispositions associated with the key learning area. When developing and implementing activities teachers should consider the school's Studies of Society and Environment program and unit, the resources that are available, safety issues and the policies of the school. These aspects will influence the capacity of activities to provide opportunities for students to demonstrate identified core and discretionary learning outcomes.

Learning activities should provide students with opportunities to:
- develop the necessary knowledge, skills, processes and dispositions to demonstrate the learning outcomes
- demonstrate learning outcomes which they have had previous experience with but have not yet demonstrated
- demonstrate learning outcomes at a level beyond that previously demonstrated.

## Selection and sequencing of activities

When planning activities within units or from sourcebook modules it is necessary to consider:
- the capacity of the activities to develop understandings associated with both the concepts and the processes of the learning outcome(s)
- the appropriateness and relevance of the activities in relation to students' prior learning, abilities and interests
- the appropriateness and relevance of the activities in relation to students' cultural and linguistic backgrounds, socioeconomic circumstances, gender and geographic location
- the range of learning styles and various levels of student ability
- how activities are sequenced to ensure they provide for developmental learning
- how activities are sequenced to ensure they develop the phases of social and environmental inquiry
- multiple opportunities in a range of contexts for students to demonstrate learning outcomes

- the aspects of literacy and numeracy that will be used and whether these will need to be taught
- the timing and pacing of activities
- the availability and management of resources and space
- staff expertise, interest and experience
- providing time for student reflection.

## Modification of activities

Where activities are developed from the sourcebook modules and other sources, modification may need to be made to match the specific contexts, needs and abilities of students in order to provide greater opportunity for demonstration of learning outcomes.

*Local contexts*

Activities that need modification to suit the local context include instances where:
- teachers and tutors do not have access to suggested support personnel, facilities and/or resources
- suggested contexts do not relate to the experience and circumstances of all students — for example, activities that use the beach as a context may not be relevant to communities in central Queensland
- students are unable to attend school for medical reasons
- students are receiving home-schooling
- cultural factors inhibit students from engaging in particular learning activities
- students are unable to engage with the curriculum without specific support.

The diverse cultural and social backgrounds of students should be acknowledged when planning activities. Consultation with parents may be necessary as part of the acknowledgment and valuing of various perspectives. Communication between the school and its constituent groups will ensure cultural beliefs and needs are respected and that a sense of whole-school community is promoted.

*Special educational needs*

Students with special educational needs are those who, in order to access and participate in the curriculum, may require modification of the school program, units and activities. Students with special educational needs include those:
- with disabilities/impairments
- with learning difficulties/disabilities
- who demonstrate significant behavioural and adjustment difficulties.

To demonstrate the learning outcomes, these students may require support programs, services and other resources that are complementary and additional to those which are provided to other students. Activities should provide multiple pathways that optimise students' participation and demonstration of learning outcomes.

Studies of Society and Environment activities should:
- cater for a range of learning styles using a variety of teaching and learning strategies
- allow multiple opportunities in a range of contexts for students to demonstrate learning outcomes
- provide a range of tasks and styles of presentations for assessment
- allow the time necessary for learning and assessment to occur.

Teachers are encouraged to contact local specialists, support groups and advisory support teachers for further ideas for creating activities that provide access and participation for students with special educational needs. Appendix 1 includes further information on students with disabilities and students with learning difficulties.

# Planning assessment for demonstrations of learning outcomes

The syllabus outlines the principles that underpin effective assessment practices. Assessment requires that students are able to show what they have learned – that is, that they can demonstrate what they know and what they can do with what they know.

There is an integral relationship between the experiences that promote learning and the various assessment techniques that are used to facilitate students' demonstrations of learning outcomes. The Studies of Society and Environment syllabus highlights this relationship in the following stages of planning:
- planning for learning and assessment
- selecting assessment techniques and instruments
- collecting evidence
- making judgments using criteria
- student profiling
- reporting.

## Planning for learning and assessment

Each learning outcome describes what students should know and be able to do with what they know. The learning outcomes provide a starting-point for planning learning experiences and identifying assessment opportunities. Learning outcomes inform the assessment process and influence the selection of assessment techniques and instruments. The learning experiences provided for students also provide opportunities for teachers to gather evidence about students' demonstrations of outcomes.

## Selecting assessment techniques and instruments

Students' demonstrations of learning outcomes should be assessed through a range of assessment techniques. A range of techniques will ensure that:
- techniques are appropriate for assessing the 'know' and the 'do' of the outcome
- techniques cater for the range of student learning styles and abilities
- students have multiple opportunities in a range of contexts to demonstrate outcomes.

At all year levels, teachers are encouraged to use the following techniques as detailed in the syllabus:
- observations
- conferencing
- portfolios
- writing and work samples
- performances, demonstrations and exhibitions
- written tests.

The development of assessment criteria will assist students to understand what they are expected to know and do with what they know and will enhance consistency in making judgments.

## Collecting evidence

Some students may be able to demonstrate a learning outcome the first time they are provided with an opportunity to do so. If they are then provided with additional opportunities in different contexts and again demonstrate the outcome, they could be deemed to have demonstrated the learning outcome consistently. Other students may require many more opportunities to demonstrate the outcome before the same decision could be made about them. A judgment can be made when a pattern of demonstration of the outcome becomes evident. A range of assessment instruments can assist teachers to record evidence of student demonstrations — for example, observation checklists and criteria sheets.

Teachers therefore make judgments about students' demonstrations of learning outcomes when they are satisfied that they have sufficient evidence of such demonstrations.

## Making judgments

Judgment of students' demonstrations of learning outcomes should be based on a range of evidence. This evidence should be judged using specific criteria drawn from the learning outcomes. Criteria should be made known to students so the basis for judgment is clear.

Decisions about a student's demonstrations of learning outcomes should be made with reference to the learning outcome and not the performance of other students.

Materials and processes to support the consistency of teachers' judgments within and among schools can be developed through:
- shared understandings
- descriptions of ideal responses
- criteria sheets
- common planning and assessment tasks
- examination of student folios
- moderation processes (formal and informal).

Examples of these are provided in Studies of Society and Environment sourcebook modules.

*Shared understandings*

Where possible, teachers are encouraged to collaborate with others to develop a shared understanding of tasks and consistency in making judgments about demonstrations of learning outcomes. This can be either a formal or an informal process in which teachers discuss and compare their evidence and decisions in relation to students' demonstrations of learning outcomes. Comparison of evidence and justification of teachers' judgments are central to accountability.

*Descriptions of ideal responses*

Descriptions of ideal responses (such as student work samples) provide concrete references for teachers to use when determining whether an outcome has been demonstrated. They are not standards in themselves, but are indicative of them.

*Criteria sheets*

Criteria make explicit to students and teachers the properties, components or dimensions by which the students' demonstrations of learning outcomes, or responses to tasks related to learning outcomes, will be judged. Criteria used to make decisions about students' demonstrations of a learning outcome should be drawn from an analysis of that learning outcome. Criteria used to make decisions about a student's response to a specific task should be drawn from

an analysis of the relationship between the task and the focus learning outcomes.

Careful defining of criteria facilitates consistency of judgments about students' demonstrations of learning outcomes. Teachers may collaboratively develop common criteria by analysing core learning outcomes of a specific task and identifying and recording criteria in the form of a criteria sheet. The criteria sheet is used when making judgments about students' demonstrations of core learning outcomes or responses to specific tasks.

*Common planning and assessment tasks*

Where two or more teachers plan activities together, they can reach a common understanding of expected outcomes. Where different groups of students undertake the same activities, consistent decisions regarding their demonstration of learning outcomes can then be made.

*Examination of students' folios*

A student folio is a collection of a student's work assembled over a period of time. It may include day-to-day tasks, work produced for assessment tasks or selections of a student's best work showing effort, progress and demonstration of learning outcomes. A folio containing a complete collection of a student's work is often used to document and demonstrate student progress. Collaboratively examining a student's portfolio can promote consistency of judgments as it provides teachers with opportunities to discuss and compare selected items within the folio and the judgments they have made about a student's demonstrations of learning outcomes.

*Moderation processes (formal and informal)*

Formal moderation processes occur when schools or school authorities require teachers from within or across schools to compare student work and to discuss the consistency of judgments about demonstrations of learning outcomes. Informal moderation occurs any time teachers share their understandings of judgments of students' demonstrations of learning outcomes.

## Student profiling

Students' demonstrations of learning outcomes should be tracked in written or electronic form that has been developed at teacher, school and/or system level. Student profiles may provide a framework for monitoring student progress against described learning outcome sequences. The maintenance of student folios is strongly recommended so that examples of the most recent evidence may be used to facilitate judgments. These judgments will be influenced by the purpose for which the profile is intended. Information recorded on the profile may be used, for example, to plan future learning experiences, to place students on a learning continuum, to report to parents/caregivers or to understand trends. 'Scope and sequence of core learning outcomes of Studies of Society and Environment' (Appendix 2) may be used as a tracking device for an individual student's demonstrations of learning outcomes.

## Reporting

Results of assessment need to be clearly communicated to students, parents, caregivers, other teachers and paraprofessionals who support students' learning progress. Teachers may opt to report in different ways for different key learning areas.

In an outcomes approach, reporting occurs in terms of learning outcomes. A range of approaches for reporting is possible. While the final decision rests with school authorities or individual schools, teachers could report to parents or caregivers about students' demonstrations of all or some of the learning outcomes by referring, for example, to:

- core learning outcomes
- level statements
- the overall learning outcomes/the seven attributes of a lifelong learner
- cross-curricular priorities
- the key processes of Studies of Society and Environment.

As students of Studies of Society and Environment will most likely engage in activities that draw from cross-strand units and/or programs, it is recommended that reporting be based on learning outcomes rather than strands.

# Curriculum evaluation

Curriculum evaluation in the context of the Years 1 to 10 Studies of Society and Environment curriculum material is concerned with the evaluation of school programs, units and activities.

The purpose of evaluation is to provide a basis for decision making about the need for and direction of change. It may provide reassurance that current programs and practices are continuing to meet specific needs. On the other hand, evaluation may show discrepancies between students' needs and the current programs and practices, requiring changes to be made in one or more areas.

Evaluation is an ongoing process. It may also take place at the conclusion of a program, unit or period of time. Ongoing evaluation allows continuous refinement of a program; end-point evaluation enables a holistic picture of a program or unit to be formed. The timing of evaluation depends on its purpose.

Evaluation may be conducted by teachers, administrators, students, parents or other stakeholders working alone or in collaboration with one or more colleagues.

Evaluation is the process of collecting, analysing and interpreting information. This enables judgments to be made regarding the appropriateness, effectiveness and efficiency of the implementation of the syllabus through school programs, units and activities.

## Appropriateness, effectiveness and efficiency

**Appropriateness** refers to the extent to which programs, units and activities:
* match the development and learning needs of students
* are inclusive of, and relevant to, all students
* match the syllabus requirements.

**Effectiveness** refers to the extent to which programs, units and activities:
* are sequenced and comprehensive in their focus on the requirements of the syllabus
* reflect the characteristics of worthwhile activities
* promote active student involvement and self-reflection
* are consistent with the principles of assessment
* enable students to demonstrate learning outcomes.

**Efficiency** refers to the extent to which programs, units and activities make timely and cost-effective use of resources.

## Evaluation foci

In evaluating school programs, units and activities, there are four foci:
* evaluation of student outcomes
* evaluation of the materials that document school programs, units and activities
* evaluation of the support provided within the school for implementation of programs, units and activities
* evaluation of the use of school programs, units and activities.

## Evaluation of student outcomes

This focus is about evaluating the appropriateness of student outcomes.

### Appropriateness

The appropriateness of student outcomes is evaluated by gathering data and making judgments about the extent to which the measured outcomes match the expected outcomes for particular groups of students.

Consider:
- what outcomes students are demonstrating
- whether students' demonstrations of learning outcomes are appropriate, given the starting point of students' understandings
- whether the expectations of the levels of students' demonstrations are appropriate, given the starting point of students' understandings.

## Evaluation of school curriculum materials

This focus is about evaluating the appropriateness, effectiveness and efficiency of the materials that document school programs, units and activities.

### Appropriateness

The appropriateness of the materials used to document school programs, units and activities is evaluated by gathering data and making judgments about the extent to which this documentation matches the learning needs of students and syllabus and policy requirements.

Consider the extent to which school program, unit and activity documentation:
- reflects an outcomes approach
- identifies and caters for the characteristics and needs of students, including those in target groups
- acknowledges and incorporates students' life experiences and interests
- is appropriate to the diverse learning styles of students and includes opportunities to use physical activity as a medium for learning
- describes planning for both learning and assessment
- reflects the equity considerations
- is consistent with the characteristics of worthwhile activities described in the sourcebook guidelines
- focuses on core learning outcomes and incorporates core content
- is consistent with relevant school authority policies.

In considering the appropriateness of the documentation of school programs, units and activities, the topic of assessment should not be overlooked. Consider the extent to which school assessment documentation:
- is consistent with the principles of assessment described in the syllabus
- incorporates techniques for gathering information that suits the learning outcomes and context
- overcomes barriers to equitable demonstration of outcomes
- uses a variety of forms to suit the diverse learning styles of students, including providing opportunities to use physical activity as a medium for the demonstration of learning outcomes
- caters for the possible range of student development levels.

### Effectiveness

The effectiveness of school program, unit and activity documentation is evaluated by gathering data and making judgments about the extent to which it has the potential to impact on student learning as measured through students' demonstrations of learning outcomes.

Consider the extent to which school program, unit and activity documentation has the potential to:

- add value to student learning, given the starting point of students' understandings
- lead to the demonstration of learning outcomes
- incorporate assessment as a learning opportunity and use the information gathered to inform future planning
- display continuity in the planned development of conceptual understandings and cater for a range of developmental levels
- provide opportunities for learning in the cross-curricular priorities.

An evaluation of the effectiveness of documentation should include aspects connected with assessment. Consider the extent to which school assessment documentation:

- treats assessment as an integral part of the learning process
- incorporates a process for making consistent judgments
- allows multiple opportunities in a range of contexts for demonstrating learning outcomes, including cross-key learning area, cross-curricular priorities and extracurricular contexts
- establishes clear expectations for student performance.

### Efficiency

The efficiency of school program, unit and activity documentation is evaluated by gathering data and making judgments about the amount of resources required or effort needed to produce and implement the documentation.

Consider the extent to which the school program, unit and activity documentation:

- requires physical, human and material resources in its preparation
- requires resources to implement.

## Evaluation of school support for curriculum

This focus is about evaluating the appropriateness, effectiveness and efficiency of school support, both physical and human, for curriculum planning and implementation.

### Appropriateness

The appropriateness of school support is evaluated by gathering data and making judgments about the extent to which physical and human support match the curriculum needs of teachers, paraprofessionals, parents and students.

Consider the extent to which current physical resources:

- facilitate the learning outcomes of the syllabus
- allow the provision of learning spaces and storage areas for both current and future needs
- match student and program needs
- promote and allow the implementation of safe practices.

Consider the extent to which current human resources:

- enable learning opportunities to be offered that match the needs of target audiences.

### Effectiveness

The effectiveness of school support is evaluated by gathering data and making judgments about the impact that physical and human support have on students' learning and demonstration of learning outcomes and on the curriculum knowledge and expertise of teachers, paraprofessionals and parents.

Consider the extent to which physical resources:
- allow equitable access to learning spaces
- are of suitable quality and quantity to support students in their learning
- are planned to identify future learning needs.

Consider the extent to which human resources:
- enable the maintenance and enhancement of the professional knowledge of teachers
- identify gaps in expertise and address them
- use the elaborations of learning outcomes as a basis for developing a shared understanding of the core learning outcomes
- develop skills to assist consistency of teacher judgment
- encourage and assist teachers to use sourcebook modules as a model for planning for learning in and assessment of units which focus on learning outcomes, core content and the cross-curricular priorities
- encourage and assist teachers to access information in the sourcebook to inform their planning for learning and assessment so that it is inclusive and relevant to student needs
- identify and utilise curriculum expertise both within and outside the school
- utilise a range of strategies that enable all members of the school community to develop a shared understanding of the learning outcomes of the school curriculum
- engage in support activities that promote the outcomes approach to education described in the syllabus.

### Efficiency

The efficiency of school support is evaluated by gathering data and making judgments about the amount of physical and human resources required or the effort needed to support curriculum planning and implementation.

Consider the extent to which physical resources:
- are purchased and distributed to maximise student learning
- are managed to maximise use
- provide value for money.

Consider the extent to which human resources:
- are organised in a timely and efficient manner to maximise understandings of syllabuses and related curriculum materials.

## Evaluation of the use or implementation of school programs and units

This focus is about evaluating the appropriateness, effectiveness and efficiency of the use or implementation of school programs and units.

### Appropriateness

The appropriateness of the use or implementation of school programs and units is evaluated by gathering data and making judgments about the extent to which implementation strategies and pedagogy match the learning needs of students and syllabus and policy requirements.

Consider the extent to which the use or implementation of school programs and units:
- matches the intentions of school programs or units and the documented activities
- matches the needs of particular students
- is modified or adapted according to ongoing feedback from students.

### Effectiveness

The effectiveness of the use or implementation of school programs and units is evaluated by gathering data and making judgments about the extent to which implementation strategies and pedagogy impact on students and student learning.

Consider the extent to which the implementation of school programs and units:
- follows the school program and units as documented
- includes resources that enhance students' opportunities to learn
- actively engages students in the learning process and provides opportunities for them to negotiate the sequence and pace of their own learning
- challenges students
- involves students in becoming aware of what they are learning and includes opportunities for reflection and self-assessment
- provides students with time to produce work of a high standard
- provides opportunities and sufficient time for students to demonstrate learning outcomes in a range of contexts
- incorporates assessment that enables consistent judgments to be made about students' demonstrations of learning outcomes
- leads to the planning of future learning opportunities for students who have not yet demonstrated the core learning outcomes.

### Efficiency

The efficiency of the use or implementation of school programs and units is evaluated by gathering data and making judgments about the amount of resources required or effort needed for implementation.

Consider the extent to which the use or implementation of school programs and units:
- requires physical, human and material resources.

# Appendixes

## Appendix 1: Students with disabilities and students with learning difficulties

Nine documents relating to students with disabilities and learning difficulties are included in the Equity section of the Queensland School Curriculum Council website (www.qscc.qld.edu.au). These documents provide general introductory information on students with:

- autistic spectrum disorder
- hearing impairment
- intellectual impairment
- learning difficulties
- multiple impairment
- physical impairment
- speech–language impairment
- social emotional disorder
- vision impairment.

The information in these documents is organised under headings such as:

- description
- terminology
- population
- disability-specific needs
- teaching strategies
- classroom modifications and strategies
- safety and independence.

There is also a section that provides information on further references, resources and relevant contacts.

Specific information on individual students may be accessible through support services and structures available at a local level.

# Appendix 2: Scope and sequence of core learning outcomes of Studies of Society and Environment

**Strand: Time, Continuity and Change**

| | | | | | |
|---|---|---|---|---|---|
| **1. Evidence over time**<br><br>*Investigating* | **TCC 1.1** Students describe their past and their future using evidence from familiar settings. | **TCC 2.1** Students explain different meanings about an event, artefact, story or symbol from different times. | **TCC 3.1** Students use evidence about innovations in media and technology to investigate how these have changed society. | **TCC 4.1** Students use primary sources to investigate situations before and after a change in Australian or global settings. | **TCC 5.1** Students use primary and secondary evidence to identify the development of ideas from ancient to modern times. | **TCC 6.1** Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. |
| **2. Changes and continuities**<br><br>*Creating* | **TCC 1.2** Students sequence evidence representing changes and continuities in their lives. | **TCC 2.2** Students record changes and continuities in familiar settings using various devices. | **TCC 3.2** Students create sequences and timelines about specific Australian changes and continuities. | **TCC 4.2** Students illustrate the influence of global trends upon the beliefs and values of different groups. | **TCC 5.2** Students represent situations before and after a period of rapid change. | **TCC 6.2** Students use their own research focus to analyse changes or continuities in the Asia-Pacific region. |
| **3. People and contributions**<br><br>*Participating* | **TCC 1.3** Students share points of view about their own and others' stories. | **TCC 2.3** Students cooperatively evaluate how people have contributed to changes in the local environment. | **TCC 3.3** Students use knowledge of people's contributions in Australia's past to cooperatively develop visions of preferred futures. | **TCC 4.3** Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history. | **TCC 5.3** Students collaborate to locate and systematically record information about the contributions of people in diverse past settings. | **TCC 6.3** Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments. |
| **4. Causes and effects**<br><br>*Communicating* | **TCC 1.4** Students describe effects of a change over time in a familiar environment. | **TCC 2.4** Students describe cause and effect relationships about events in familiar settings. | **TCC 3.4** Students organise information about the causes and effects of specific historical events. | **TCC 4.4** Students critique information sources to show the positive and negative effects of a change or continuity on different groups. | **TCC 5.4** Students explain the consequences of Australia's international relations on the development of a cohesive society. | **TCC 6.4** Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles. |
| **5. Heritage**<br><br>*Reflecting* | **TCC 1.5** Students identify what older people value from the past. | **TCC 2.5** Students identify similarities and differences between the experiences of family generations. | **TCC 3.5** Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds. | **TCC 4.5** Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue. | **TCC 5.5** Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages. | **TCC 6.5** Students develop criteria-based judgments about the ethical behaviour of people in the past. |

**Strand: Place and Space**

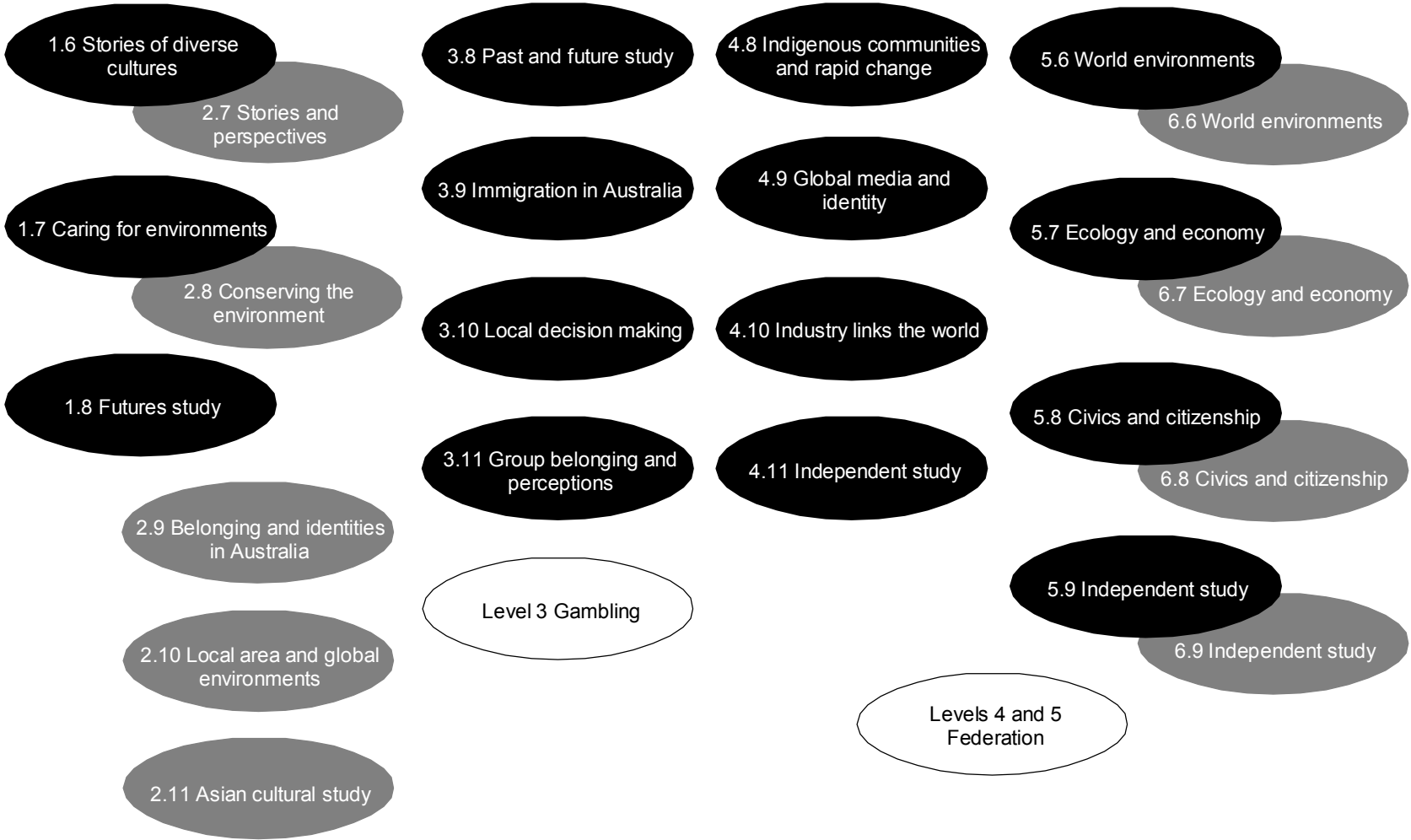| | | | | | |
|---|---|---|---|---|---|
| **1. Human–environment relationships**<br><br>*Investigating* | **PS 1.1** Students match relationships between environmental conditions and people's clothes, food, shelter, work and leisure. | **PS 2.1** Students identify how environments affect lifestyles around Australia. | **PS 3.1** Students compare how diverse groups have used and managed natural resources in different environments. | **PS 4.1** Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource. | **PS 5.1** Students synthesise information from the perspectives of different groups to identify patterns that constitute a region. | **PS 6.1** Students use criteria and geographical skills to develop conclusions about the management of a place. |
| **2. Processes and environments**<br><br>*Creating* | **PS 1.2** Students make connections between elements of simple ecosystems. | **PS 2.2** Students predict possible consequences for an ecological system when an element is affected. | **PS 3.2** Students create and undertake plans that aim to influence decisions about an element of a place. | **PS 4.2** Students predict the impact of changes on environments by comparing evidence. | **PS 5.2** Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships between and within natural systems. | **PS 6.2** Students create proposals to resolve environmental issues in the Asia-Pacific region. |
| **3. Stewardship**<br><br>*Participating* | **PS 1.3** Students participate in a cooperative project to cater for the needs of living things. | **PS 2.3** Students cooperatively plan and care for a familiar place by identifying needs of that place. | **PS 3.3** Students cooperatively collect and analyse data obtained through field study instruments and surveys to influence the care of a local place. | **PS 4.3** Students participate in a field study to recommend the most effective ways to care for a place. | **PS 5.3** Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations. | **PS 6.3** Students initiate and undertake an environmental action research project based on fieldwork. |
| **4. Spatial patterns**<br><br>*Communicating* | **PS 1.4** Students organise and present information about places that are important to them. | **PS 2.4** Students use and make simple maps to describe local and major global features including oceans, continents, and hot and cold zones. | **PS 3.4** Students use and make maps to identify coastal and land features, countries and continents and climate zones. | **PS 4.4** Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns. | **PS 5.4** Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region. | **PS 6.4** Students use maps, tables and statistical data to express predictions about the impact of change on environments. |
| **5. Significance of place**<br><br>*Reflecting* | **PS 1.5** Students describe the relationships between personal actions and environmentally friendly strategies in familiar places. | **PS 2.5** Students express a preferred future vision of a familiar place based on observed evidence of changes and continuities. | **PS 3.5** Students describe the values underlying personal and other people's actions regarding familiar places. | **PS 4.5** Students explain whether personal, family and school decisions about resource use and management balance local and global considerations. | **PS 5.5** Students evaluate ideas concerning sustainability to identify who may benefit and who may be disadvantaged from changes to a Queensland industry. | **PS 6.5** Students make clear links between their values of peace and sustainability and their preferred vision of a place. |

| **Strand: Culture and Identity** | | | | | | |
|---|---|---|---|---|---|---|
| **1. Cultural diversity**<br><br>*Investigating* | **CI 1.1** Students compare ideas and feelings about stories of diverse cultures including Torres Strait Islander cultures and Aboriginal cultures. | **CI 2.1** Students describe the similarities and differences between an aspect of their Australian life and that of a culture in the Asia-Pacific region. | **CI 3.1** Students identify the contributions of diverse groups, including migrants and Indigenous peoples, to the development of their community. | **CI 4.1** Students investigate how religions and spiritual beliefs contribute to Australia's diverse cultures. | **CI 5.1** Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects. | **CI 6.1** Students analyse the ways in which various societies inhibit or promote cultural diversity. |
| **2. Cultural perceptions**<br><br>*Creating* | **CI 1.2** Students observe and record examples of different perceptions of gender roles in various settings. | **CI 2.2** Students explain how they and others have different perceptions of different groups including families. | **CI 3.2** Students identify stereotyping, discrimination or harassment to develop a plan which promotes more peaceful behaviours. | **CI 4.2** Students design an ethical code of personal behaviours based on their perceptions of cultural groups. | **CI 5.2** Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community. | **CI 6.2** Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue. |
| **3. Belonging**<br><br>*Participating* | **CI 1.3** Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love. | **CI 2.3** Students participate in diverse customs and traditions to identify how these contribute to a sense of belonging to groups. | **CI 3.3** Students describe attitudes, beliefs and behaviours that affect their sense of belonging to a range of groups. | **CI 4.3** Students debate how media images concerning gender, age, ethnicity and disability reflect groups to which they belong. | **CI 5.3** Students share their sense of belonging to a group to analyse cultural aspects that construct their identities. | **CI 6.3** Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong. |
| **4. Cultural change**<br><br>*Communicating* | **CI 1.4** Students gather and record information about traditions, celebrations and cultural changes. | **CI 2.4** Students identify how their roles, rights and responsibilities change in different groups. | **CI 3.4** Students communicate an awareness of change within Aboriginal cultures and Torres Strait Islander cultures. | **CI 4.4** Students describe changes resulting from cross-cultural contact on Australian and non-Australian Indigenous cultures. | **CI 5.4** Students describe how governments have caused changes to particular groups. | **CI 6.4** Students describe instances of cultural change resulting from government legislation or policies that have impacted on other cultural groups. |
| **5. Construction of identities**<br><br>*Reflecting* | **CI 1.5** Students describe their unique and common characteristics and abilities. | **CI 2.5** Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups. | **CI 3.5** Students explain changing attitudes in different time periods towards gender, race, ethnicity or socioeconomic identities. | **CI 4.5** Students express how material and non-material aspects of groups influence personal identities. | **CI 5.5** Students express how dominant and marginalised identities are constructed by media and other influences. | **CI 6.5** Students analyse ways in which social construction of gender in different cultures and socioeconomic circumstances affects adolescent identities. |
| **Strand: Systems, Resources and Power** | | | | | | |
| **1. Interactions between ecological and other systems**<br><br>*Investigating* | **SRP 1.1** Students identify how elements in their environment meet their needs and wants. | **SRP 2.1** Students investigate the origins and processing of a familiar product to describe relevant conservation strategies. | **SRP 3.1** Students make inferences about interactions between people and natural cycles, including the water cycle. | **SRP 4.1** Students outline how Australian industries link to global economic and ecological systems. | **SRP 5.1** Students evaluate the relationships between an ecological system and a government and/or economic system. | **SRP 6.1** Students develop and test a hypothesis concerning a relationship between global economic and ecological systems. |
| **2. Economy and business**<br><br>*Creating* | **SRP 1.2** Students create representations that identify and challenge stereotypes about work roles. | **SRP 2.2** Students create a representation of the various people and resources involved in the production and consumption of familiar goods and services. | **SRP 3.2** Students create a representation of occupational specialisation and interdependence in an industry from the past, present or future. | **SRP 4.2** Students plan and manage an enterprise that assists a community or international aid project. | **SRP 5.2** Students design models of the Australian economic system to demonstrate its relationship to global trade. | **SRP 6.2** Students make practical suggestions for improving productivity and working conditions in an industry or business. |
| **3. Participation and decision making**<br><br>*Participating* | **SRP 1.3** Students monitor their personal abilities and limitations in cooperative work and play to identify goals for social development. | **SRP 2.3** Students enact a simple cooperative enterprise to identify their own and others' strengths and weaknesses. | **SRP 3.3** Students apply the principles of democratic decision making in cooperative projects. | **SRP 4.3** Students enact democratic processes in familiar settings using knowledge of representative government. | **SRP 5.3** Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue. | **SRP 6.3** Students advocate to influence Australia's role in future global economies or environments. |
| **4. Citizenship and government**.<br><br>*Communicating* | **SRP 1.4** Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment. | **SRP 2.4** Students analyse information about their own and others' rights and responsibilities in various settings. | **SRP 3.4** Students simply describe the basic principles of democracy and citizenship from ancient to modern times. | **SRP 4.4** Students present comparisons of government and citizenship in pre- and post-Federation Australia. | **SRP 5.4** Students report on the main features and principles of legal systems in Australia. | **SRP 6.4** Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system. |
| **5. Access to power**<br><br>*Reflecting* | **SRP 1.5** Students discuss strategies that assist them to manage limiting situations. | **SRP 2.5** Students devise possible solutions to problems people may have in accessing resources. | **SRP 3.5** Students explain the values associated with familiar rules and laws. | **SRP 4.5** Students classify values that underpin campaigns and organisations associated with human or environmental rights. | **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. | **SRP 6.5** Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power. |

## Appendix 3: Levels 1 to 6 module topics for Studies of Society and Environment

| Early Primary | Middle Primary | Upper Primary | Lower Secondary |
|---|---|---|---|
| 1.1 Individual identity | 3.1 Technology and culture | 4.1 Changing global environments | 5.1 Youth cultures |
| 2.1 Individual development | | | 6.1 Youth cultures |
| 2.2 Family diversity | 3.2 Beginnings of democracy | 4.2 Cultural study | 5.2 Australian environments |
| 1.2 Rights and responsibilities | 3.3 Working in the past | 4.3 Resources, power and exploration | 6.2 Australian environments |
| 2.3 Participating | | | |
| 1.3 Families and needs | 3.4 Local area study | 4.4 Origins of Australian democracy | 5.3 Work |
| 2.4 Work interdependence | | | 6.3 Work |
| 1.4 Working together | 3.5 Discovering Australia | 4.5 Australia's democracy | 5.4 Societies and change |
| 2.5 Goods and services in the community | | | 6.4 Societies and change |
| | 3.6 Australia circa 1788 | 4.6 Media representations | |
| 1.5 Elements of the environment | | | 5.5 Australian international relations |
| 2.6 Present and future environments | 3.7 Management of Australian environments | 4.7 Australian resource management | 6.5 Australian international relations |

1.6 Stories of diverse cultures

2.7 Stories and perspectives

1.7 Caring for environments

2.8 Conserving the environment

1.8 Futures study

2.9 Belonging and identities in Australia

2.10 Local area and global environments

2.11 Asian cultural study

3.8 Past and future study

3.9 Immigration in Australia

3.10 Local decision making

3.11 Group belonging and perceptions

Level 3 Gambling

4.8 Indigenous communities and rapid change

4.9 Global media and identity

4.10 Industry links the world

4.11 Independent study

Levels 4 and 5 Federation

5.6 World environments

6.6 World environments

5.7 Ecology and economy

6.7 Ecology and economy

5.8 Civics and citizenship

6.8 Civics and citizenship

5.9 Independent study

6.9 Independent study

**Note:** This diagram represents one way of grouping core learning outcomes to develop programs. Other programs might involve replacing some of the shaded modules with the unshaded modules or modules available from other sources.

**Appendix 4: Levels 1 to 6 module learning outcomes maps for Studies of Society and Environment**

| Level 1 modules description | | | TCC | PS | CI | SRP | Recommended duration of module — minimum hours |
|---|---|---|---|---|---|---|---|
| 1.1 | Individual identity | Students investigate changes/continuities in familiar environments of home and school, and develop skills to communicate this information. | 1.1, 1.2, 1.3, 1.4 | | 1.5 | 1.5 | 10 |
| 1.2 | Rights and responsibilities | Students reflect on their personal abilities and limitations as they investigate relationships between rights and responsibilities in familiar social contexts. | | | 1.2 | 1.1, 1.3, 1.4 | 10 |
| 1.3 | Families and needs | Students explore family member roles, traditions and stereotypes to understand how families meet their needs. | 1.5 | | 1.2, 1.3, 1.4 | 1.2 | 10 |
| 1.4 | Working together | Students self-reflect on sustainable and peaceful ways of relating to others in groups as they explore groups to which they belong and the attitudes and behaviours that help groups work. | | | 1.2 | 1.2, 1.3, 1.4, 1.5 | 10 |
| 1.5 | Elements of the environment | Students investigate their school environment to develop simple understandings of interconnectedness between humans and natural systems. | 1.4 | 1.1, 1.2, 1.4 | | | 13 |
| 1.6 | Stories of diverse cultures | Students explore stories from diverse cultures in various mediums to develop cultural understandings and share perceptions. | 1.3 | | 1.1, 1.3, 1.4 | | 8 |
| 1.7 | Caring for environments | Students investigate a range of environments and elements within those environments. They cooperatively care for a familiar place. | | 1.2, 1.3, 1.4, 1.5 | | 1.1, 1.4 | 13 |
| 1.8 | Futures study | Students create an imaginary island and explore their personal abilities in dealing with geographical and social scenarios based on their island. | 1.1 | 1.1 | | 1.4, 1.5 | 10 |
| Notes: There are multiple opportunities to demonstrate each learning outcome within and/or across the range of modules in this level. The recommended time allocations are an initial estimate of the minimum time needed to cover the core learning outcomes. Further SOSE time can be used to develop understandings associated with the Years 1 to 3 LOTE Guidelines. | | | | | | | 84 |

| Level 2 modules description | | | TCC | PS | CI | SRP | Recommended duration of module — minimum hours |
|---|---|---|---|---|---|---|---|
| 2.1 | Individual development | Students engage in cross-curricular activities where they investigate their physical, social and intellectual development. | 2.2 | Cross-key learning area module using Heath and Physical Education, Science and Mathematics learning outcomes. | | | 5 hours of SOSE time |
| 2.2 | Family diversity | Students investigate diversity in families, the experiences of different generations in families and how personal roles, rights and responsibilities change in various group settings. | 2.5 | | 2.2, 2.4 | | 10 |
| 2.3 | Participating | Students participate in an enterprise that assists them to practise active citizenship and understand their rights and responsibilities in that context. | 2.4 | | 2.4 | 2.3, 2.4 | 10 |
| 2.4 | Work interdependence | Students use the school workplace as a context to investigate their own and others' roles, rights, responsibilities and interdependence associated with work. | 2.2, 2.4 | | 2.4 | 2.3, 2.4 | 14 |
| 2.5 | Goods and services in the community | Students explore their local community to understand how goods and services are produced and consumed, compare this to a different community and consider issues of access for various groups. | | 2.1 | | 2.2, 2.5 | 10 |
| 2.6 | Present and future environments | Students investigate, suggest preferred and probable futures, and make changes to create environments that will impact on the Earth in positive ways. | 2.3, 2.4 | 2.2, 2.5 | | 2.2 | 13 |
| 2.7 | Stories and perspectives | Students explore versions of familiar stories to understand how a familiar story may be told differently in various places and times. | 2.1, 2.4, 2.5 | | 2.1 | | 10 |
| 2.8 | Conserving the environment | Students investigate the issues of water usage, conservation and catchment care within home, school, community and global contexts. | 2.3 | 2.2, 2.3, 2.5 | | 2.1 | 13 |
| 2.9 | Belonging and identities in Australia | Students investigate how various groups in Australia identify with a range of events, symbols, stories and places and how others perceive these things. | 2.1 | 2.4 | 2.3, 2.5 | | 11 |

| Level 2 modules description (continued) | | TCC | PS | CI | SRP | Recommended duration of module — minimum hours |
|---|---|---|---|---|---|---|
| 2.10 | Local area and global environments | Students critically reflect upon the purposes, audiences and visual language features of different maps as they explore their place within their local area, Queensland and Australia. | | 2.1, 2.4 | | | 12 |
| 2.11 | Asian cultural study | Students compare aspects of their life with those of children in an Asian culture to develop understandings about Asia and their own sense of belonging. | 2.1 | | 2.1, 2.3 | | 12 |

Notes: There are multiple opportunities to demonstrate each learning outcome within and/or across the range of modules in this level.

The recommended time allocations are an initial estimate of the minimum time needed to cover the core learning outcomes.

Further SOSE time can be used to develop understandings associated with the Years 1 to 3 LOTE Guidelines.

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| Level 3 modules description | | TCC | PS | CI | SRP | Recommended duration of module — minimum hours |
|---|---|---|---|---|---|---|
| 3.1 Technology and culture | Students investigate media inventions over time and how these affected societies. | 3.1, 3.4 | | | | 8 |
| 3.2 Beginnings of democracy | Students use ancient to modern contexts to investigate types of rule, some major developments in democracy and citizen status of groups to gain an understanding of some basic principles of democracy. | | | 3.5 | 3.4, 3.5 | 12 |
| 3.3 Working in the past | Students investigate a past industry of the local community to develop understandings about occupational specialisation, technological change and the contributions of diverse people to their community. | | | 3.1 | 3.2 | 10 |
| 3.4 Local area study | Students participate in a local area study to develop understandings about their community through a social/environmental inquiry process. | This module offers a range of learning outcomes that may assist a local area study. | | | | 10 |
| 3.5 Discovering Australia | Students use a variety of sources to investigate the motives of various cultural groups associated with the exploration of the Australian continent, including Indigenous groups and Captain Cook. | 3.2 | 3.1, 3.4, 3.5 | | | 10 |
| 3.6 Australia circa 1788 | Students explore the experiences of various groups in colonial Australia including attitudes towards these groups, the contribution these people made to early Australian society and economy and how the past shapes the future. | 3.2, 3.4, 3.5 | 3.4 | 3.2, 3.4 | | 14 |
| 3.7 Management of Australian environments | Students compare how Indigenous people and early colonial settlers used, managed and valued particular environments. They investigate contemporary environmental management to develop visions of preferred environmental futures. | 3.3, 3.4, 3.5 | 3.1 | 3.4 | 3.1 | 14 |
| 3.8 Past and future study | Students investigate human activity that has influenced Australian environments and systems and develop informed positive visions of preferred futures. | 3.3, 3.4 | 3.5 | | 3.1 | 12 |

| Level 3 modules description (continued) | | TCC | PS | CI | SRP | Recommended duration of module — minimum hours |
|---|---|---|---|---|---|---|
| 3.9 Immigration in Australia | Students participate in drama experiences and social inquiry to develop understandings of immigration in Australia, experiences of Australian immigrants over time and their contributions to Australia's development. | 3.2, 3.4, 3.5 | | 3.1, 3.5 | | 10 |
| 3.10 Local decision making | Students participate in a relevant environmental study and structured decision-making processes to create a preferred vision of a place and then act on this. | 3.3 | 3.2, 3.3, 3.5 | | 3.3 | 12 |
| 3.11 Group belonging and perceptions | Students explore how group belonging shapes personal identity. They investigate changing attitudes to women in Australia over time and then undertake a cooperative project to promote a peaceful future in their local environment. | | | 3.2, 3.3, 3.5 | 3.3 | 8 |
| | | | | | | 120 |

Notes: There are multiple opportunities to demonstrate each learning outcome within and/or across the range of modules in this level.
The recommended time allocations are an initial estimate of the minimum time needed to cover the core learning outcomes.

| Level 4 modules description | | TCC | PS | CI | SRP | Recommended duration of module — minimum hours |
|---|---|---|---|---|---|---|
| 4.1 Changing global environments | Students use a variety of sources to explore various global environments, then investigate an Asian environment undergoing rapid change to understand human and environmental effects and proactive responses. | 4.2, 4.5 | 4.2, 4.4 | | 4.5 | 11 |
| 4.2 Cultural study | Students explore how Western and Eastern religions have influenced the beliefs and values of diverse groups in Australia, past and present. | 4.2, 4.3 | | 4.1 | | 11 |
| 4.3 Resources, power and exploration | Students use a variety of evidence to investigate technological developments, global exploration, trade and religion leading to European colonisation, and explore various perspectives of the same events. | 4.2, 4.3, 4.4 | 4.4 | 4.4 | | 10 |
| 4.4 Origins of Australian democracy | Students investigate rule and citizenship before and after Federation in Australia and how Federation shaped the present. They use case studies to explore issues, campaigns and events associated with Indigenous citizenship. | 4.3, 4.4 | | | 4.4, 4.5 | 11 |
| 4.5 Australia's democracy | Students enact a democratic process and make links to representative government, explore democratic responsibilities and rights and research human rights campaigns to develop a citizenship enterprise. | | | | 4.2, 4.3, 4.5 | 15 |
| 4.6 Media representations | Students explore media representations of social and cultural groups to understand their own position as a member of a target audience and to critically analyse texts for representations of stereotyping and more liberating roles. | 4.4 | | 4.3 | 4.5 | 10 |
| 4.7 Australian resource management | Students investigate Australia's natural resources, the finite and infinite nature of resources and relevance within natural ecosystems. | 4.5 | 4.1, 4.2, 4.3, 4.5 | | 4.1 | 12 |
| 4.8 Indigenous communities and rapid change | Students use case studies to develop understandings about the effects of rapid change on Indigenous groups in Australia and beyond and how these groups have responded to the change. | 4.1, 4.4 | | 4.4 | 4.5 | 10 |

| Level 4 modules description (continued) | | | TCC | PS | CI | SRP | Recommended duration of module — minimum hours |
|---|---|---|---|---|---|---|---|
| 4.9 | Global media and identity | Students explore the range of groups to which they belong and reflect on how cultural aspects of these groups, including the media, affect personal attitudes and behaviour. | 4.2 | | 4.2, 4.3, 4.5 | | 10 |
| 4.10 | Industry links the world | Students use social investigation of personal consumerism to develop understanding and actions related to globalisation, economic/ecological interdependence and social justice. | | 4.1, 4.4 | | 4.1, 4.5 | 10 |
| 4.11 | Independent study | Students negotiate a guided independent study based on a community social issue, using a social inquiry approach. | 4.1, 4.3, 4.4, 4.5 | | 4.5 | | 10 |
| | | | | | | | 120 |

Notes: There are multiple opportunities to demonstrate each learning outcome within and/or across the range of modules in this level.
The recommended time allocations are an initial estimate of the minimum time needed to cover the core learning outcomes.

| Level 5 modules description | | TCC | PS | CI | SRP | Recommended duration of module — minimum hours |
|---|---|---|---|---|---|---|
| 5.1 Youth cultures | *Talkin' 'bout my generation* explores the role of media in constructing identities and celebrates contributions by culturally diverse young people. | 5.3, 5.4 | | 5.1, 5.3, 5.4, 5.5 | | 12 |
| 5.2 Australian environments | *A question of balance* involves students growing their own vegetables as part of some geographic inquiries into sustainability. | 5.5 | 5.1, 5.2, 5.3, 5.4 | 5.4 | | 12 |
| 5.3 Work | *Revolution to redeployment* is vocationally relevant and promotes learning about the changing nature of work, both paid and unpaid. | | | 5.2 | 5.2, 5.4, 5.5 | 10 |
| 5.4 Societies and change | *Industrial revolution* provides ancient to modern geographic contexts for examining rapid changes, particularly those associated with industrial revolutions. | 5.1, 5.2 | 5.3 | 5.3 | 5.4, 5.5 | 12 |
| 5.5 Australian international relations | *Anzac Cove to Anzac Day* focuses on Australia's involvement in World War I and the contributions of culturally diverse veterans. | 5.2, 5.3, 5.4, 5.5 | | 5.2 | | 12 |
| 5.6 World environments | *Environment and development — the Naturelink case* requires investigations and judgments about a development proposal that involves economic, social and environmental impacts at local and global levels. | | 5.1, 5.2, 5.4, 5.5 | | 5.1, 5.3 | 12 |
| 5.7 Ecology and economy | *Urban ecology* is Queensland focused and introduces basic economic concepts while supporting investigations into Aboriginal perspectives and ideas of sustainability in urban settings. | | 5.5 | 5.1 | 5.1, 5.2, 5.5 | 10 |
| 5.8 Civics and citizenship | *Law and the media* involves students in decision-making processes where legal ideas from ancient to modern times are identified and applied to current Australian media issues. | 5.1, 5.3 | | 5.5 | 5.1, 5.3, 5.4 | 10 |
| 5.9 Independent study | This study will depend on learning outcomes selected and negotiations with students. | Students and teachers negotiate learning outcomes and topics for inquiry according to guidance provided in this module. | | | | negotiable |
| | | | | | | 90 |

Notes: There are multiple opportunities to demonstrate each learning outcome within and/or across the range of modules in this level.
The recommended time allocations are an initial estimate of the minimum time needed to cover the core learning outcomes.

| Level 6 modules description | | TCC | PS | CI | SRP | Recommended duration of module — minimum hours |
|---|---|---|---|---|---|---|
| 6.1  Youth cultures | *Identities and individualism* asks how students find themselves within the diversity of youth cultures and move forward. | 6.4, 6.5 | | 6.1, 6.2, 6.3, 6.5 | | 12 |
| 6.2  Australian environments | *Managing the future* involves fieldwork activities and decisions about sustainability. | 6.3 | 6.1, 6.3, 6.4 | | | 10 |
| 6.3  Work | *The future of work* explores trends, ideals and expectations in the paid workforce. | | | 6.4 | 6.2, 6.4, 6.5 | 10 |
| 6.4  Societies and change | *Mass media and identities* highlights reflection on values and the role of media in shaping cultural identities in the Asia-Pacific region. | 6.2, 6.3, 6.4 | 6.5 | | 6.5 | 12 |
| 6.5  Australian international relations | *Conflict, consensus and care* supports investigations into Australian international military, political and economic relations since 1918. | 6.1, 6.2, 6.5 | | 6.3, 6.4 | 6.1 | 12 |
| 6.6  World environments | *Asia-Pacific challenges* emphasises geographic investigations into environments and cultures of the region and assists students to participate in globalisation debates. | | 6.1, 6.2, 6.3, 6.4 | | 6.1, 6.3 | 12 |
| 6.7  Ecology and economy | *The global citizen* explores viabilities of multinational economies, citizenship in a globalised world and creative responses using maps and data. | | 6.2, 6.4, 6.5 | | 6.2, 6.3, 6.4 | 12 |
| 6.8  Civics and citizenship | *Potentials of democracy* structures investigations into the meaning of democracy in different contexts and assists students to create practical suggestions for accommodating diversity. | 6.1 | | 6.1, 6.2 | 6.5 | 10 |
| 6.9  Independent study | *The title* will depend on learning outcomes selected and negotiations with students. | Students and teachers negotiate learning outcomes and topics for inquiry according to guidance provided in this module. | | | | negotiable |
| | | | | | | 90 |

Notes: There are multiple opportunities to demonstrate each learning outcome within and/or across the range of modules in this level.
The recommended time allocations are an initial estimate of the minimum time needed to cover the core learning outcomes.

## Appendix 5: Contributors and trial schools acknowledgments

The valuable contributions of the following individuals, organisations and schools are gratefully acknowledged.

**Office of the Queensland School Curriculum Council**

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| Jim Tunstall | Director |
| Barry Salmon | Assistant Director (Curriculum Development) Chair of Interim Advisory Committee |
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| Bert Beekhuizen (1999) Terri Lipscombe (1997) | Education Queensland (special education nominee) |
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| Tom Clarke (1997–1999) | Queensland Catholic Education Commission (practising secondary nominee) |
| Janine Gilmour (1999) Richard Dunlop (1997–1999) | Queensland School Curriculum Council (Chair) |
| Sue Greishaber (1998–1999) | Early Childhood Teachers' Association |
| Kate O'Neill (1999) Ailsa Hiley (1997–1998) | Queensland Catholic Education Commission (practising primary nominee) |
| Heather Hirsch (1997–1999) | Queensland Farmers' Federation |
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| Helen Kenworthy (1998–1999) | Queensland School Curriculum Council (literacy/numeracy) |

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| Lyn McAndrew<br>(1997–1999) | Queensland Board of Senior Secondary School Studies |
| Stuart MacDonald<br>(1997–1999) | Queensland Teachers' Union and Queensland Independent Education Union |
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| Christine Moore<br>(1998–1999)<br>Lyn Culverhouse<br>(1997) | Education Queensland (practising secondary nominee) |
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| Wendy Allcorn (1999)<br>Beth Belton (1997) | Education Queensland (distance education nominee) |
| Sandra Kenman<br>(1997)<br>Joy Schultz<br>(1998–1999) | Queensland Studies of Society and Environment Consortium |
| Cheryl Sim<br>(1997–1999) | Higher Education Forum |
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**Trial schools**

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Anglican Church Grammar School (East Brisbane)

Rockhampton Grammar School

St Hilda's School (Southport)

St Margaret's Anglican Girls' School (Brisbane)

Sunshine Coast Grammar School

Trinity Anglican College (Cairns)

Emmaus College (Rockhampton)

Our Lady's College (Longreach)

Shalom Catholic College (Bundaberg)

St Augustine's College (Cairns)

St Brendan's College (Rockhampton)

St John's School (Roma)

St Joseph's Primary School (Cairns)

St Laurence's College (South Brisbane)

St Mary's Primary (Bundaberg)

St Peter's School (Rochedale)

St Peter Claver (Riverview)

St Saviour's College (Toowoomba)

Bajool State School

Belmont State School

Bundaberg Special School

Clontarf Beach State High School

Charters Towers School of Distance Education

Currumbin State School

Dajarra State School (Mt Isa)

Darling Heights State School

Hambledon State School (Cairns)

Kalkadoon State High School (Mt Isa)

Kirwan State High School

Moresby State School

Mountain Creek State High School

Mt Gravatt State High School

Numinbah Valley Environmental Education Centre

Petrie State School

Pomona State School (P–10)

Roma Middle School

Rosedale P–12 Campus

Shailer Park State High School

Stanthorpe State High School

Tannum Sands State High School

West End State School

Woree State High School (Cairns)

Wulguru State School (Townsville)