

Studies of Society and Environment (2000)

Years 1 to 10 Sourcebook Guidelines (Part 5 of 9)

Note: The PDF version of this document has been split into sections for easier download. This file is Part 5 of 9.

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:	evidence from familiar settings <ul style="list-style-type: none"> • artefacts • photographs • birth certificates • home videos • storybooks • family stories from family, friends and caregivers • personal recollections their past <ul style="list-style-type: none"> • stories about e.g. <ul style="list-style-type: none"> – being born – growing – birthdays – family events – memorable incidents – achievements their future <ul style="list-style-type: none"> • physical developments • abilities • interests • roles and responsibilities • 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 <ul style="list-style-type: none"> • events e.g. <ul style="list-style-type: none"> – family events – cultural and religious events – celebrations – school events – religious/holy days – personal events • artefacts e.g. <ul style="list-style-type: none"> – objects valued at different stages of life – things valued in different times • stories e.g. <ul style="list-style-type: none"> – stories from other cultures such as creation stories, fables, fairytales – personal stories such as personal perspectives about a playground conflict • symbols e.g. <ul style="list-style-type: none"> – flags and emblems – commercial logos – school motto – natural features (Uluru) – built features (Anzac memorial) 	sources of evidence <ul style="list-style-type: none"> • pictures • diagrams • maps • timelines and sequences • printed texts • reference materials • stories • artefacts • middens • vegetation patterns • electronically sourced information • resource people/specialists innovations in media and technology <ul style="list-style-type: none"> • steam power • harnessing energy (oil, solar) • communications (telegraph, email) • transport (cars) • health (inoculations) • education (computers) how these have changed society <ul style="list-style-type: none"> • rapid spread of goods and ideas • positive and negative environmental effects • increased population • increased occupational specialisation • wider social interdependence • awareness of other cultures and wider issues 	primary sources <ul style="list-style-type: none"> • sources which provide original accounts e.g. <ul style="list-style-type: none"> – artefacts – photographs – oral histories – maps – diary extracts – birth certificates – middens – reproductions of primary sources when originals are not available situations before and after a change in Australian settings <ul style="list-style-type: none"> • 1967 Referendum on Aboriginal Citizenship • 1901 <i>Pacific Islander Labourers Act</i> • environments before and after mining, gold rushes, drought • Eight Hour Day Movement • Federation • beginning of railways or radio • development of polio vaccine situations before and after a change in global settings <ul style="list-style-type: none"> • wars • development of vaccines (polio, measles) • inventions (synthetic fibres, microchip) • heritage listing of wilderness areas • nations before and after colonisation 	the development of ideas <ul style="list-style-type: none"> • democracy • free trade • technology • leisure • roles of cities and urban development • communities • agriculture • art • religion • philosophies (individualism, altruism) • role of media • morality • environmentalism • money • political behaviours • government organisation • pantheism ancient to modern times <ul style="list-style-type: none"> • pre to 2 000 years ago • 2 000 to 500 years ago • 500 to 100 years ago • 100 years ago to present • future 	cultural construction of evidence from the past <ul style="list-style-type: none"> • evidence of the same event from various standpoints e.g. <ul style="list-style-type: none"> – national – regional – age – socioeconomic situation – gender – dominant perspectives – marginalised perspectives • relationships between evidence of a particular event, phenomena or individual and the culture from which it is constructed e.g. <ul style="list-style-type: none"> – an Australian digger's version of the Gallipoli campaign and a Turkish soldier's account – 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)
Evidence over time						

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: Investigating	<p>use evidence</p> <ul style="list-style-type: none"> • recount family stories • explain photographs of themselves • compare measurements on personal growth chart • compare literature with personal experiences • make personal forecasts based on stories of older children's experiences • arrange a display of artefacts associated with a personal event or development • enact a personal event from their past 	<p>explain different meanings about an event, artefact, story or symbol</p> <ul style="list-style-type: none"> • share personal preferences about an event, artefact, story or symbol and offer reasons • compare personal and others' perspectives about an event • imagine how another person may value something and communicate this (a playground incident, climbing Uluru) • fill in different thought bubbles for two people looking at the same symbol 	<p>use evidence to investigate</p> <ul style="list-style-type: none"> • recognise stages of an investigation e.g. <ul style="list-style-type: none"> – tune in to the topic – explore knowledge and viewpoints – look for evidence – draw and sort information from evidence – test whether information answers questions – make conclusions – reflect on the investigation 	<p>use primary sources to investigate</p> <ul style="list-style-type: none"> • use primary sources in relevant stages of an inquiry e.g. <ul style="list-style-type: none"> – identify an issue (media stories of the conflict in East Timor) – locate appropriate primary sources (interview of Australian war veteran, personal Timorese stories via Internet sites, maps of colonial Timor or Indonesia, Indonesian newspapers) – evaluate evidence (where can a range of Indonesian perspectives be sourced?) – synthesise and report conclusions (a written report or oral argument with referenced sources) • 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) • use primary sources to make interpretations about particular times (photographs of farm labour and technology before and after <i>Pacific Islander Labourers Act 1901</i>) 	<p>use primary and secondary sources to identify</p> <ul style="list-style-type: none"> • use an investigation process which recognises that the purpose of the inquiry distinguishes primary and secondary sources e.g. <ul style="list-style-type: none"> – use a range of sources to synthesise information about the development of an idea – 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?) – critique sources for reliability, relevance and representativeness – develop explanations of evidence – construct arguments based on synthesised evidence – incorporate and reference evidence (in formal reports, research assignments, structured referenced essays, speech scripts) 	<p>evaluate evidence from the past to demonstrate cultural constructions</p> <ul style="list-style-type: none"> • interpret and analyse evidence • make decisions about evidence based on a combination of judgments about reliability, relevance and representativeness • apply different perspectives to evidence • corroborate evidence • 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: Changes and continuities	<p>changes in students' lives</p> <ul style="list-style-type: none"> • stages in students' lives (baby, toddler, preschool, primary school) • changing physical features of stages of their lives (height, size) • changing emotional behaviours (crying to meet needs, asking for things) • changing social features of stages of their lives (playgroup, parties, leisure, roles and responsibilities in various groups) • changing ways of meeting human needs at different stages e.g. <ul style="list-style-type: none"> – food (bottle, soft foods, school lunchbox) – clothes (for crawling around, sport, school) – love (hugs, words, actions, special treats) <p>continuities in students' lives</p> <ul style="list-style-type: none"> • continuous physical features (same eye colour, skin colour) • continuous social features (attending school, making friends) • continuous emotional features (feelings, emotional responses to pain, sadness, happiness) • constant human needs (food, love, shelter, clothing, education) 	<p>familiar settings</p> <ul style="list-style-type: none"> • local, regional, state, national contexts • natural e.g. <ul style="list-style-type: none"> – local area – small ecosystem (waterhole) • social e.g. <ul style="list-style-type: none"> – family – class – peer group • built e.g. <ul style="list-style-type: none"> – school – shopping/service centre – local residential – rural – commercial <p>changes and continuities</p> <ul style="list-style-type: none"> • natural e.g. <ul style="list-style-type: none"> – climate and seasons – weather – tides – physical features (sand dunes, plants) – preservation areas • social e.g. <ul style="list-style-type: none"> – group membership – school activities defined by bell times – actions of familiar people – friendships – activity associated with various groups • built e.g. <ul style="list-style-type: none"> – construction – farming practice – preservation areas 	<p>specific Australian changes and continuities</p> <ul style="list-style-type: none"> • land and sea exploration (crossing the Blue Mountains, journey of Captain James Cook, modern exploration for minerals in Queensland) • environmental campaigns (Queensland's first national park) • drought (the 1940s drought as represented by Russell Drysdale) • introduced species (rabbits, prickly pear, pests associated with modern shipping trade) • immigration over time or due to a specific event (post-World War II) • settlement/invasion • Federation • economic change (1930s Depression) • technological developments (building of overland telegraph, stump-jump plough) • disasters (Cyclone Tracey) • social upheaval (Myall Creek Massacre) • Indigenous events as identified by local Indigenous representatives 	<p>influence of global trends on the beliefs and values of different groups</p> <ul style="list-style-type: none"> • global trends e.g. <ul style="list-style-type: none"> – colonisation (European expansion into Asia) – religious expansion (Christianity into North America, Buddhism in Asia) – development of global media (Internet) – technological revolutions (printing press, microchip) – trade (movement from national to multinational companies) – immigration (post-World War II European migration to Australia, Irish potato famine) • values and beliefs influenced by global trends e.g. <ul style="list-style-type: none"> – family structure (the shift from extended to nuclear) – materialism and consumerism (manufacture of cheap products by underpaid, underage workers) – conservation of the natural environment (international actions of WWF) – communal land ownership (diminishing Indigenous land ownership rights in colonial Australia) – ethnic identity (Indonesian attempts to moderate the influence of Western culture) – cultural diversity (changes and continuities in Australia, Brazil, former Yugoslavia) 	<p>before and after situations</p> <ul style="list-style-type: none"> • economic condition • social structure • civilisation • role of women • division of labour • science • sovereignty • structure of social class • environment <p>periods of rapid change</p> <ul style="list-style-type: none"> • 1929 Wall Street Crash • Crusades • European Renaissance • Reformation • agricultural revolution • industrial revolution • information revolution • Meiji restoration • pre- and post-war or conflict (World War I) • development of city-states • imperialism • invasion • cultural imperialism • e-commerce • colonisation • establishment/removal of public service in a rural community • the fall of Berlin Wall 	<p>changes or continuities in Asia-Pacific region</p> <ul style="list-style-type: none"> • decolonisation e.g. <ul style="list-style-type: none"> – Indonesia – Papua New Guinea – Fiji – Vietnam – Malaysia • cultural imperialism e.g. <ul style="list-style-type: none"> – Marshall Islands – Hawaii – New Caledonia – Vietnam • nationalism e.g. <ul style="list-style-type: none"> – Japan – Korea – Taiwan • economic changes e.g. <ul style="list-style-type: none"> – 1997 Asian economic crisis – economic growth • Confucianism e.g. <ul style="list-style-type: none"> – China – Singapore • land rights e.g. <ul style="list-style-type: none"> – Banaba – Bougainville – East Timor – Irian Jaya – New Zealand • environments e.g. <ul style="list-style-type: none"> – rising sea levels – deforestation – greenhouse emissions – marine exploitation

Time, Continuity and Change

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

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	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:	sequence evidence <ul style="list-style-type: none"> draw pictures of physical changes, abilities, etc. over time make records of physical changes (bar graph with paper strips indicating changing height over time) list ways that they are the same as adults (needs, feelings) sequence photographs of themselves at different stages using criteria such as age, height, abilities list 'doing' and 'describing' words beside 'stages of life' headings on a personal or class chart forecast possible changes and continuities in their next year level 	record using various devices <ul style="list-style-type: none"> create time categories appropriate to changes and continuities being recorded (days, months, tree years) create a calendar to record environmental conditions (weather, temperature) in various places identified on a map of Queensland or Australia 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) 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 <ul style="list-style-type: none"> 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) use a database to record seasonal data using Indigenous reference system arrange pictorial or textual descriptions of aspects of an event in sequential order (flow chart of Federation) create before and after representations of an event (human, animal and plant life before and after a drought) connect pictures, drawings or artefacts associated with an event to a large timeline 	illustrate the influence of global trends <ul style="list-style-type: none"> create a labelled flow chart of the effects of the printing press on the changing power of European peasants and the Church create a timeline showing events caused by Australian colonisation of Indigenous people and add a futures perspective write a short essay about changing attitudes towards cultural diversity in Australia since World War II based on stories from older people develop a history book of the future about the influence of a global trend on the beliefs of a group 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) outline reasons for people's use of Eastern medicine 	represent situations <ul style="list-style-type: none"> create a diagram illustrating the structure of society before and after the industrial revolution create a graph representing broad occupational categories before and after the microchip transfer understandings about imperialism in the 1800s to multinational activity in the late 1900s role-play society's perceptions of women's work roles before and after World War II reproduce a piece of Renaissance art and describe how its social role differs from a piece made before that time write about the effects of a bank closure on a rural community using report, newspaper or letter of complaint genre 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 <ul style="list-style-type: none"> 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 analyse the historical origins of a current report to create a focused research question position self as a historian of the future and develop a research focus that could be investigated now
Creating						

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:	range of own and others' stories <ul style="list-style-type: none"> • oral (personal stories, peer stories, family stories) • written • dramatic (pantomime) • video/film • sand stories • string stories • puppetry stories 	local environment <ul style="list-style-type: none"> • social, natural and built places how people have contributed to changes in the local environment <ul style="list-style-type: none"> • positive contributions e.g. <ul style="list-style-type: none"> – helping – preventing a problem – solving a problem • negative contributions e.g. <ul style="list-style-type: none"> – doing nothing about a problem – creating or adding to a problem (littering, crossing when the light is red) – acting in a way that interferes with people's rights (fighting) • positive ways of contributing e.g. <ul style="list-style-type: none"> – initiating an action group to plant bird-attracting plants – volunteer work in a hospital, school or for the disabled – writing a protest letter with suggestions to Council about an unsafe school crossing – joining an organisation that plants koala-friendly trees – protecting the country • positive and negative changes in the local environment e.g. <ul style="list-style-type: none"> – social change (improved recreational facilities, increased vandalism) – changes to natural places (Clean Up Australia, Landcare, garbage in water catchment) – changes to built places (heritage listing of a building, visual pollution) 	people's contributions in Australia's past <ul style="list-style-type: none"> • contributions e.g. <ul style="list-style-type: none"> – artistic – economic – educational – environmental – exploration – medical – peace – philanthropic – political – religious – social/cultural – scientific/technological – social justice – sporting people <ul style="list-style-type: none"> • selections based on diversity e.g. <ul style="list-style-type: none"> – European/non-European – male/female – traditional/non-traditional – dominant/marginalised – young/elderly – past, present, future 	contributions to Australian or global history <ul style="list-style-type: none"> • contributions e.g. <ul style="list-style-type: none"> – artistic – economic – educational – environmental – exploration – medical – peace – philanthropic – political – religious – social/cultural – scientific/technological – social justice – sporting • difference between empathy/sympathy diverse individuals and groups from Australian and global history <ul style="list-style-type: none"> • selections based on diversity e.g. <ul style="list-style-type: none"> – European/non-European – male/female – traditional/non-traditional – dominant/marginalised – young/elderly – past, present, future • 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) • organisations (Greenpeace, United Nations' agencies, World Bank, World Trade Organisation, International Monetary Fund, WWF, Amnesty International) 	diverse past settings <ul style="list-style-type: none"> • diversity of times (ancient to modern) • diversity of places (Australia, global, European, non-European) • diversity of cultures (Western or non-Western, ethnicity, class, gender, sexual preference) contributions of people <ul style="list-style-type: none"> • contributions e.g. <ul style="list-style-type: none"> – artistic – economic – educational – environmental – exploration – medical – peace – philanthropic – political – religious – social/cultural – scientific/technological – social justice – sporting – technological • selections based on diversity e.g. <ul style="list-style-type: none"> – European/non-European – male/female – traditional/non-traditional – dominant/marginalised – young/elderly – past, present, future 	values underlying negative and positive contributions <ul style="list-style-type: none"> • democratic process • social justice • ecological and economic sustainability • peace contributions by diverse individuals and groups in Australian environments <ul style="list-style-type: none"> • individuals • groups e.g. <ul style="list-style-type: none"> – Indigenous groups – rural communities – trade union movement – government organisations – non-government organisations – political groups – environmental groups – human rights groups – multinational operations – philanthropic groups contributions by diverse individuals and groups in Asian environments <ul style="list-style-type: none"> • individuals • groups <ul style="list-style-type: none"> – Indigenous groups – rural communities – trade union movement – government organisations – non-government organisations – political groups – environmental groups – human rights groups – multinational operations – philanthropic groups
People and contributions						

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 can: Participating	<p>share points of view</p> <ul style="list-style-type: none"> • give points of view (this story is about...; this is my favourite story because...) • listen attentively to others' points of view • explain personal preferences about aspects of stories or for certain types of stories • share emotional responses to stories (makes me feel...) • dramatise interpretations of a story • show respect for others' points of view by offering positive feedback, verbal and/or nonverbal 	<p>cooperatively evaluate</p> <ul style="list-style-type: none"> • work as part of a team to evaluate how people have contributed e.g. <ul style="list-style-type: none"> – find contributions and the desired changes – classify contributions and changes as negative or positive – group according to how they were achieved (individually, joined a group, created a work party, advertised for others to do their bit) – decide which methods were most successful (created desired change) – consider why they were most successful • participate in a small group to understand how people (the elderly) contribute to the local community e.g. <ul style="list-style-type: none"> – as whole group, plan interviews – individually, conduct the interviews – in whole group, compare results – individually, give a preference for way/s in which people help • evaluate why a place has deteriorated (how people have contributed to the problem) 	<p>use knowledge to cooperatively develop visions of preferred futures</p> <ul style="list-style-type: none"> • work in small groups to create a representation of future inventions that will enhance health standards • cooperatively create an annotated diagram of a future place that enhances social harmony • with students from other places, create a song or symbol that represents Reconciliation • cooperatively investigate an endangered species and individually write a speech about a preferred future for it • use someone else's forecast for the local area and cooperatively design a list of strategies that would create a preferred scenario • develop probable and preferred futures 	<p>share empathetic responses</p> <ul style="list-style-type: none"> • 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 • pairs or trios interchange roles in a debate about past events (soldier and pacifist) • locate an issue faced by an individual or organisation and explain the perspective of various people involved (Greenpeace and Inuits over sealing) • participate in a simple debate about an issue (class divides in half then each individual offers an argument for their side) • create a collage depicting how class members feel about a contributing group of the past • artistically express empathy for a self-nominated group or individual 	<p>collaboratively locate and systematically record information</p> <ul style="list-style-type: none"> • work cooperatively with peers, local community, online or experts to locate and record information e.g. <ul style="list-style-type: none"> – graphs – tables – databases – reports – oral presentations – diagrams – presentations – biographies 	<p>collaboratively identify values</p> <ul style="list-style-type: none"> • develop group roles and responsibilities and formulate an inquiry plan to identify contributions and the value underlying them • collaborate with peers to identify motivations behind human actions and relate these motivations to values • share and compare decisions about values underlying past actions and, by consensus, create a summary

Time, Continuity and Change

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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:	familiar environments <ul style="list-style-type: none"> natural built social home school local community effects of changes <ul style="list-style-type: none"> effects of seasonal changes on food, clothes, human activity, animal behaviour, plants effects of personal development changes (new abilities, new responsibilities) effects of changes in built environment (inconvenience of building site, new activity associated with new playground, new road crossing) 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 <ul style="list-style-type: none"> personal events e.g. <ul style="list-style-type: none"> physical growth skill development milestones social development events in natural environments e.g. <ul style="list-style-type: none"> effect of seasons on plants, lifestyle effect of weather on leisure effect of natural phenomena (lightning on safety) events in built environments e.g. <ul style="list-style-type: none"> effect of building on nature effect of traffic on health effect of what is harvested on diet effect of technology on learning events in social environments e.g. <ul style="list-style-type: none"> why family members do particular things why communities celebrate certain events 	causes and effects of specific historical events <ul style="list-style-type: none"> specific historical events e.g. <ul style="list-style-type: none"> Magna Carta bubonic plagues European circumnavigation of the world settlement/invasion of Australia Eureka Stockade introductions of plant and animal species Australian gold rushes technological inventions (polio vaccine, clipper transport) universal suffrage Eight Hour Day decision world heritage listings in Australia bombing of Hiroshima Franklin–Gordon Rivers dispute causes and effects e.g. <ul style="list-style-type: none"> direct, indirect human, environmental positive, negative economic, ecological political, social, cultural 	different groups <ul style="list-style-type: none"> marginalised groups dominant groups Indigenous groups gendered groups socioeconomic groups positive and negative effects of a change or continuity on different groups <ul style="list-style-type: none"> positive effects of change or continuity e.g. <ul style="list-style-type: none"> greater access to technology economic power social harmony political power social position and power justice, equality and equity self-determination and sovereignty negative effects of change or continuity e.g. <ul style="list-style-type: none"> conflict loss of religion, culture, language disempowerment dispossession of land injustice and inequality unequal distribution of economic power loss of identity information sources <ul style="list-style-type: none"> primary and secondary sources electronic sources stories from different groups statistics, maps histories media reports film and documentaries music, poetry, literature interviews, observations 	Australia's international relations <ul style="list-style-type: none"> nationalities on the First Fleet involvement in wars (Boer War, World War I, World War II, Malayan Campaign, Vietnam) peacekeeping roles (Cambodia, East Timor) international organisations (UN, British Commonwealth) construction and participation in treaties and agreements (human rights treaties, UN conventions such as those on biodiversity, accords such as Kyoto Global Warming Accord) foreign aid (AusAID) trade relations including major trading partners and organisations (ASEAN, AFTA, World Trade Organisation) immigration (<i>Immigration Restriction Act</i> 1901 or White Australia Policy, refugee policies) the development of a cohesive society <ul style="list-style-type: none"> how a society celebrates diversity evolution of national identities (through sport, arts, education) policies (assimilation, multiculturalism, self-determination) events (Federation, sporting triumphs, changing policies) 	causes of change or continuity in environments <ul style="list-style-type: none"> human impacts on natural environments and changes in the natural characteristics of a place (Franklin Dam, coastal urban developments) effect of green industries and environmental laws on environments causes of change or continuity in media <ul style="list-style-type: none"> technological development of media formats (telegraph, CDs, television, Internet, computer software, mobile telephones) traditions of journalism and news reportage partial nature of media information and the persuasive nature of media causes of change or continuity in gender roles <ul style="list-style-type: none"> roles of women in the workplace role of women in government, public administration and private enterprise changes in the construction of masculinities and femininities
Causes and effects						

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	<p>describe effects</p> <ul style="list-style-type: none"> use appropriate language to describe effects of changes (bigger, greener, oldest, coldest, dead, growing, maybe, because) record changes in picture, photo or display form and annotate with effects create a concept map based on an observed change (Christmas is coming) and complete with effects (changes in social activity and built environment) 	<p>describe cause and effect relationships</p> <ul style="list-style-type: none"> explain what motivated them to do something (wear a jacket that day) use a map of the local area to describe places where water pollution may end up after a storm match causes and effects in pictures, words or drama (a playground accident) list possible causes for an event (a storm, a party, a person's behaviour) 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) describe consequences if particular things didn't happen 	<p>organise information</p> <ul style="list-style-type: none"> gather information from a range of sources and organise in a given table, flow chart or as short answer/long answer notes design a flow chart showing stages of an event from cause/s to effect/s skim text for main ideas and arrange into cause and effect columns in a table (how introduced species have affected Australia's natural environment) list aspects of an event and circle the cause (Franklin-Gordon campaign) scan newspapers for information on a current event and underline a range of effects (how different people are affected by a disaster) design questions for an investigation into why an event happened 	<p>critique information sources to show positive and negative effects</p> <ul style="list-style-type: none"> develop and present a critique e.g. <ul style="list-style-type: none"> analyse underlying values speculate on stereotyping, silent voices and completeness associated with sources construct explanations present critique in written or non-written formats 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 conduct an information search about an issue (China in Tibet) and conclude whose interests appear to be most represented and why 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?) 	<p>explain consequences</p> <ul style="list-style-type: none"> construct a written argument about how a policy, law, treaty or agreement affected the development of a multicultural Australia create a diagram that traces the impact of the wool industry and bush experiences on a sense of egalitarianism in Australia present a written or oral report explaining how British political developments (universal suffrage or abolition of slavery) assisted the development of cohesion in Australia 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 present a photographic essay which links evidence of an increasingly tolerant society with some particular international event 	<p>produce a corroborated argument</p> <ul style="list-style-type: none"> produce a reasoned case <ul style="list-style-type: none"> written (essay) non-written (video production) formal report (web-based) script (for a speech) support central tenets of an argument/reasoned case with evidence from varied perspectives and authoritative sources use conventions for referring to verifiable evidence in the body of the text, in references and in bibliographies <ul style="list-style-type: none"> the Harvard referencing system for print inclusion of evidence in commentary and/or in running subtitles for video hypertext for electronic media programs and guides for artistic productions

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: Heritage	what older people value from the past <ul style="list-style-type: none"> • things <ul style="list-style-type: none"> – special places – toys – clothes • lifestyle <ul style="list-style-type: none"> – pace of life – family – home life – leisure activities – transport • traditions <ul style="list-style-type: none"> – celebrations – ways of speaking • social structures <ul style="list-style-type: none"> – going to school – home jobs – gender roles – friends 	the experiences of family generations <ul style="list-style-type: none"> • generations in family structures e.g. <ul style="list-style-type: none"> – kinship systems – nuclear families – extended families – blended families – communal families – one-parent families • family histories (events and traditions) • experiences of individuals from different generations e.g. <ul style="list-style-type: none"> – care – school – work – transport – technology – leisure • attitudes in different generations (children seen and not heard) • enduring aspects of families (traditions) • role and experiences of grandparents in different generations (care of children, care of grandparents) 	experiences of past and present Australians <ul style="list-style-type: none"> • social (immigration, seeking refuge, racism, sexism) • political (gaining citizenship) • cultural (festivals, new ideas from immigrants) • work (child labour, forced labour) • leisure (entertainment) • science and technology (lack of recognition for an idea such as Sister Elizabeth Kenny) • environmental (perceived use /misuse of a place) Australians of diverse cultural backgrounds <ul style="list-style-type: none"> • Anglo ethnicity • non-Anglo ethnicity • Aborigines • Torres Strait Islanders • South Sea Islanders • non-English-speaking • immigrants • Irish and Chinese in 1850s, post-World War II Europeans, post-Vietnam War • age (youth, the elderly) • gender • socioeconomic status • dominant and marginalised groups • groups identified by a cultural interest (the environment, economic activity) 	heritages from diverse perspectives <ul style="list-style-type: none"> • national • cultural • social class • political • gender • ideological • religious • economic • environmental • dominant • marginalised • age global issues <ul style="list-style-type: none"> • human and civil rights issues (self-determination, access to democracy, freedom from torture) • economic issues (right to work, right to own property, creating employment, cheap labour) • environmental issues (greenhouse/global warming, whaling, endangered species) • health issues (genetically modified food, advances in medicine and treatment) • cultural issues (loss of ability to practise culture due to domination by another, for example Tibet) • political (right to freedom of speech) 	who benefits or is disadvantaged by particular heritages <ul style="list-style-type: none"> • groups with or without political and economic power • social classes • economic groups • ethnic groups • different cultures • dominant and marginalised cultures • groups with or without access to information 	the ethical behaviour of people in the past <ul style="list-style-type: none"> • civil rights campaigners • economic advocates • peace campaigners • human rights activists • environmental and conservation activists • reformists and revolutionaries • scientists and technologists • participants in significant events related to conflict, compromise and consensus • civic leaders

Time, Continuity and Change

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

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Students can: Reflecting	identify what is valued <ul style="list-style-type: none"> ask questions about what older people value (guest speaker) circle items in a word list or picture chart which represent what is valued by familiar older people make comparisons (what they value and what older people value) 	identify similarities and differences <ul style="list-style-type: none"> use a table of columns to record events, traditions, valued objects and other aspects of life between generations 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) list personal experiences about getting to school then compare to those of an elderly class guest map the location of own extended family members at two generations and compare results 	describe various perspectives <ul style="list-style-type: none"> 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) 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) use a text (Nadia Wheatley's <i>My Place</i>) to identify children's perspectives about a place over time 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 <ul style="list-style-type: none"> review a range of given perspectives about a particular heritage (a constitutional monarchy), interpret how these perspectives evolved and explain a preferred future situation reconsider the heritage of a particular place (Antarctica, the Amazon Rainforest) based on its value to different groups and describe a preferred future 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) draw and electronically label a future scene that revolves around a current global issue 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 <ul style="list-style-type: none"> evaluate an historical source for its intended audience and message identify what heritage is valued in an historical source and explain how these values benefit or disadvantage groups use values clarification techniques to identify values evident in historical sources <ul style="list-style-type: none"> play a simulation game which requires or develops empathy and, in the debriefing, clarifies values enact a scene where characters of marginalised and dominant cultures reveal their different perspectives concerning the same heritage 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 <ul style="list-style-type: none"> use ethics in a process for developing criteria <ul style="list-style-type: none"> recognise that ethical behaviour is intentional behaviour consider contexts of the behaviour (whether it was informed and intentional, the ends, means and consequences involved and whether it was selfish) identify whether any absolute beliefs apply to this behaviour introspect and reconsider <ul style="list-style-type: none"> how would 'I' have behaved? what values would 'I' have applied? can we judge the behaviours of people in the past by the values of today? construct and apply criteria <ul style="list-style-type: none"> decide on relative importance of each criterion give judgments, not opinions substantiate 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: Human–environment relationships	environmental conditions <ul style="list-style-type: none"> seasons weather location natural features (mountains, beach, desert, forest) built features (local facilities, airconditioning) health of environment (polluted water) 	environments around Australia <ul style="list-style-type: none"> rural, regional and urban natural and built coastal, hinterland and inland defined by industry defined by climate and weather how environments affect lifestyles <ul style="list-style-type: none"> housing (designs for particular climates) work (linked to local industries such as farm work, factory work, sea work) leisure (limitations and freedoms as a result of natural, social and built environments) clothing (links to climate and culture) food (access, availability, cultural influences) 	different environments <ul style="list-style-type: none"> grasslands bushland rainforests marine deserts alpine mangroves catchments arctic natural resources <ul style="list-style-type: none"> water soil air minerals timber animal resources plants diverse groups <ul style="list-style-type: none"> Indigenous groups Australian colonial settlers Australian migrant groups large industry, cottage industry women use and management <ul style="list-style-type: none"> sustainability (controlled burning practices of Indigenous groups, fishing quotas) conservation (reforestation, sand dune repair) preservation (laws, World Heritage listing) exploitation (overgrazing of livestock, residential waterfront development) excessive use (water use in the Murray–Darling Rivers system, one driver per car commuting) 	a familiar resource <ul style="list-style-type: none"> timber products (paper) fibre products (clothes) food products (hamburger) chemical products (petrol) electrical products (sound system) ecological factors associated with production and consumption of a familiar resource <ul style="list-style-type: none"> resources (renewable, scarce) use of utilities in production (water, energy) effects of production on air, land and water disposal, reuse and recycling of waste and by-products transport and packaging health issues for consumers and producers economic factors associated with production and consumption of a familiar resource <ul style="list-style-type: none"> meeting needs and wants employment government regulations availability of factors of production e.g. <ul style="list-style-type: none"> land labour capital enterprise consumer income consumer location market for product advertising 	perspectives of different groups <ul style="list-style-type: none"> perspectives e.g. <ul style="list-style-type: none"> cultural political religious socioeconomic environmental different groups e.g. <ul style="list-style-type: none"> Indigenous groups religious groups refugees political groups age employment status patterns that constitute a region <ul style="list-style-type: none"> physical (topographic, climate, vegetation, natural resources) political (local, state, national) social (education levels, age, religion, life expectancies) economic patterns (employment, industrial and business zones) 	management of a place <ul style="list-style-type: none"> positive management practices e.g. <ul style="list-style-type: none"> sustainable development conservation preservation protection mismanagement e.g. <ul style="list-style-type: none"> exploitation unsustainable practices overuse pollution degradation place e.g. <ul style="list-style-type: none"> social, natural, built places catchment built environments farmland forests mangroves

Place and Space

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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 can: Investigating	<p>match relationships</p> <ul style="list-style-type: none"> • match pictures of environmental conditions with appropriate clothing, food, shelter, work and leisure e.g. <ul style="list-style-type: none"> – hot weather → cool clothing – colder climates → heating in houses – tropical climates → tropical fruits – cold climates → people on snow ploughs – hot climates → watersports • use a pictorial calendar to match pictures related to daily human activity and the weather (umbrella, hat) • link unfamiliar environmental conditions to human activity (snow and leisure, desert and using camels for work, rainforest and housing) 	<p>identify how environments affect lifestyle</p> <ul style="list-style-type: none"> • use a simple investigation process e.g. <ul style="list-style-type: none"> – identify Australian environments using a range of sources – identify aspects of lifestyles within some environments – make links between aspects of environments and influences on lifestyles – identify cause and effect relationships – develop and express conclusions 	<p>compare resource use and management</p> <ul style="list-style-type: none"> • use an investigation process e.g. <ul style="list-style-type: none"> – identify a place, its natural resources and different groups that have been connected with the place – gather information and evidence from a range of sources about the use and management of the place – sort and classify information about use and management of resources – present comparisons of information (Venn diagram, table, spreadsheet, report) 	<p>make justifiable links</p> <ul style="list-style-type: none"> • use an investigation process e.g. <ul style="list-style-type: none"> – identify familiar resources (sports shoes) – 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) – identify and express links using evidence (oral presentation, display, multimedia presentation, diagram, written report) • use given examples of linear and cyclical models of resource production and consumption (<i>The Natural Step</i> model from Sweden) to compare ecological and economic sustainability • decide whether the consumption of a familiar resource follows a linear or cyclical process in relation to ecological sustainability (<i>The Natural Step</i>) 	<p>synthesise information to identify patterns</p> <ul style="list-style-type: none"> • combine a variety of information to identify boundaries and patterns e.g. <ul style="list-style-type: none"> – define a city by political boundaries, population demographics, zones for housing, business and industry – define a region by using Aboriginal language boundaries – identify a specific farming region using statistics of food production and soil, climate and vegetation data – 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) – identify relationships that may exist between voting patterns and unemployment levels to classify a region 	<p>use criteria and geographic skills to develop conclusions</p> <ul style="list-style-type: none"> • engage in an inquiry process e.g. <ul style="list-style-type: none"> – develop criteria appropriate to inquiry – apply geographic skills (follow the steps of a geographical inquiry, translate from photograph to map to cross-section) – devise weighting for each criterion – use weighted criteria to make decisions – identify assumptions in conclusions – reflect on conclusions and revisit criteria and the inquiry process – 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: Processes and environments	<p>simple ecosystems</p> <ul style="list-style-type: none"> • fish bowl • pond • terrarium • garden • bush <p>elements of ecosystems</p> <ul style="list-style-type: none"> • plants • animals • water • soil • air • rocks 	<p>ecological systems</p> <ul style="list-style-type: none"> • simple food chain • aquarium • stream • forest • garden • park <p>when an element is affected</p> <ul style="list-style-type: none"> • removal (removing predators of the crown of thorns starfish which destroys coral) • introduction such as foreign species (cane toad, lantana) that are destroying native species • modification (damming a river affecting plant and fish life in associated waterways) <p>consequences</p> <ul style="list-style-type: none"> • positive (removing noxious weeds allows native plant species to grow) • negative (introduction of chemicals can poison native birds, animals and waterways) 	<p>elements of a place</p> <ul style="list-style-type: none"> • elements e.g. <ul style="list-style-type: none"> – living (plants, animals) – non-living (physical features, rock formations) – catchments (small stream, creek or pond) • places e.g. <ul style="list-style-type: none"> – ecosystems (school vegetable garden or arboretum, local park, nature reserve) – school community (playground, classroom) <p>decisions about places</p> <ul style="list-style-type: none"> • local council decisions • student, parent, teacher decisions • personal decisions • business decisions 	<p>environments</p> <ul style="list-style-type: none"> • natural (catchments, local reserves, rainforest, Antarctic places) • social (city, town, community) • built (heritage listed buildings, farms) <p>impact of changes on environments</p> <ul style="list-style-type: none"> • positive and negative impacts e.g. <ul style="list-style-type: none"> – removal of trees for urban development leading to erosion and increased salination of soil – removal of non-native fish species from dams • human and natural changes leading to improved native species biodiversity e.g. <ul style="list-style-type: none"> – preservation – protection – pollution – erosion – urbanisation – tourism – desertification – salination – revegetation 	<p>relationships within and between natural systems</p> <ul style="list-style-type: none"> • dependence and interdependence e.g. <ul style="list-style-type: none"> – water cycle – food webs – ecosystems • addition of an element to a system e.g. <ul style="list-style-type: none"> – introduction of non-native plants and animals through ballast water in ships entering local waterways – introduction of food waste in waterways and the impact on treatment and reuse of water • removal of an element from a system e.g. <ul style="list-style-type: none"> – removal of natural predators from wildlife reserves – removal of vegetation that provides habitats and protects the soil • introduction of chemicals into a land, air or water system e.g. <ul style="list-style-type: none"> – fertilisers – herbicides – pesticides – growth hormones – fluorocarbons 	<p>environmental issues in the Asia-Pacific region</p> <ul style="list-style-type: none"> • global warming (Pacific Islands and rising sea levels) • tourism (Bali and cultural and environmental degradation) • resource management (use of rainforests for timber in Asia) • sustainable economic development (sustainable primary industries and industry diversity to lessen environmental impacts) • optimum population (India and China) • trade (ethical considerations for trade in clothing and other consumer goods) • effects of poverty and poor education on use of environment

Place and Space

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Key concept: Processes and environments

Key process: Creating

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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 can: Creating	<p>make connections</p> <ul style="list-style-type: none"> • identify relationships e.g. <ul style="list-style-type: none"> – animals need food and water – plants need water and sunlight – pond animals need clean water • express simple conclusions e.g. <ul style="list-style-type: none"> – if I forget to water the plants, they will die • label or illustrate elements in an ecosystem diagram (outline of a tree, shape of a fish bowl) • create own ecosystem diagram based on fact or fiction 	<p>predict possible consequences</p> <ul style="list-style-type: none"> • use knowledge of a simple food chain to suggest what might happen if an element is removed (effect on snakes if rats are removed) • 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) • write a prediction of life from the point of view of an affected living thing in an ecosystem 	<p>create and undertake plans that aim to influence decisions</p> <ul style="list-style-type: none"> • engage in a creative and strategic process e.g. <ul style="list-style-type: none"> – identify an issue about an element of a place (water use in school) – gather information about the issue and decisions made to date (who made the decisions? how effective were the decisions?) – brainstorm options and classify as possible and/or preferred – develop a plan with a target audience in mind (create conservation strategies appropriate to target audience) – consider possible consequences of plan (who will be affected) – implement plans (attend school meeting to explain how auditing water consumption and implementing a student awareness campaign could lead to reduced water rates) – evaluate effectiveness of the plan in terms of outcomes achieved (water consumption levels before and after audit and campaign) 	<p>predict the impact by comparing evidence</p> <ul style="list-style-type: none"> • engage in a creative process e.g. <ul style="list-style-type: none"> – 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) – 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) – make predictions based on evidence <ul style="list-style-type: none"> – express predictions • create a board game based on a model of a real or fictitious environment, with 'interdependence' underpinning the game's moves • 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 ...') 	<p>design strategies for evaluating environmental impacts</p> <ul style="list-style-type: none"> • engage in a strategic and creative process e.g. <ul style="list-style-type: none"> – identify an issue: local, national, international or global – locate and gather evidence from a range of sources – consider and evaluate possible environmental impacts – develop criteria for evaluating impacts – develop strategies based on collected evidence – consider the possible impacts of strategies (on the Earth's self-regulatory mechanism) – identify the most effective strategy – test the strategy (compare with outside agencies and those developed by experts) – compare with strategies designed by students from other schools or communities (exchanging water quality data via the Internet) 	<p>create proposals to resolve issues</p> <ul style="list-style-type: none"> • engage in a creative process based on informed understandings of issues e.g. <ul style="list-style-type: none"> – identify an environmental issue with competing interests (ecological and economic) – discuss initial perceptions and tentative ideas for resolution of the issue – synthesise and evaluate evidence to develop tentative ideas into a proposal – 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: Stewardship	<p>needs of living things</p> <ul style="list-style-type: none"> • water • food • clothing • shelter • love • protection and safety <p>care of living things</p> <ul style="list-style-type: none"> • maintaining <ul style="list-style-type: none"> – watering the garden – feeding pets – respecting wildlife • improving conditions <ul style="list-style-type: none"> – removing weeds – providing protection from predators 	<p>familiar places</p> <ul style="list-style-type: none"> • schoolgrounds • gardens • classroom • aquarium • home • community • farm • park/recreational place <p>needs of a familiar place</p> <ul style="list-style-type: none"> • water • sunlight • nutrients • maintenance (weeding, removing rubbish, repairs) • needs specific to a place (rules, noise reduction) 	<p>local places</p> <ul style="list-style-type: none"> • schoolgrounds • park/reserve • sports facilities • waterway • catchment • roadside • telephone boxes • farm • shopping centre <p>care of a place</p> <ul style="list-style-type: none"> • who cares for a place e.g. <ul style="list-style-type: none"> – local council – citizens – community groups – organisations and campaigns (Keep Australia Beautiful, Landcare, Tidy Schools Competition, Waterwise) • how places are cared for e.g. <ul style="list-style-type: none"> – neglect – maintenance – protection – improvement <p>field study instruments and surveys</p> <ul style="list-style-type: none"> • simple water testing kit • animal identification chart • simple soil testing kit • rain gauge, water meter • graph, quadrant grid • thermometer • trundle wheel • binoculars • open-ended questionnaire • closed-ended questionnaire • scattergram • interview 	<p>place</p> <ul style="list-style-type: none"> • local to global settings • care for a place • prevention e.g. <ul style="list-style-type: none"> – awareness campaign relating to sand dune erosion – government regulations on the disposal of waste • conservation e.g. <ul style="list-style-type: none"> – installation of water saving devices – alternative sources of energy generation • protection e.g. <ul style="list-style-type: none"> – legislation regarding mangroves – World Heritage listing of certain places <p>field study</p> <ul style="list-style-type: none"> • data-gathering techniques e.g. <ul style="list-style-type: none"> – water testing – measurement (increase in area of erosion over time) – Internet interviews and research (of environmental research in Antarctica) – observation (species count, identification of range of plant species through use of grids) – surveys (number of people using national park) – graphing (amount of traffic using local area streets) – sketching (soil profiles, animal and plant samples) – photographs (collection of series of photos over time) 	<p>global locations</p> <ul style="list-style-type: none"> • Asia-Pacific region • regions defined by an inquiry • zones (climatic, vegetation) • places of contemporary significance <p>impacts on ecosystems</p> <ul style="list-style-type: none"> • natural impacts e.g. <ul style="list-style-type: none"> – tidal waves – earthquakes – cyclones/hurricanes – El Nino/La Nina – hybridisation of species • human impacts e.g. <ul style="list-style-type: none"> – war – commercial fishing – mining – manufacturing – logging – nuclear testing – industry – technology – scientific developments – population – transport – global warming 	<p>environmental action research project (community problem solving)</p> <ul style="list-style-type: none"> • environmental issue in local, national and global context • action research process <ul style="list-style-type: none"> – problem identification – problem investigation – data evaluation – action possibilities – outcomes prediction – action selection – action implementation – action evaluation – new problem identification and process revisit

Place and Space

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

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	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 can: Participating	participate in a cooperative project to cater for needs <ul style="list-style-type: none"> engage in a cooperative process <ul style="list-style-type: none"> describe the needs of living things associated with a project (establishing a fish tank) identify and list ways to care for living things (feeding and cleaning) discuss and take on roles to care for living things 	cooperatively plan and care for a place <ul style="list-style-type: none"> initiate and engage in a cooperative process e.g. <ul style="list-style-type: none"> negotiate levels of cooperation (pairs, small teams, whole class) identify needs of a place (health of a waterway) establish roles for teams and within teams enact plans (clean up waterway) evaluate effectiveness of plans (how well did the plan work?) 	cooperatively collect and analyse field study data about a local place <ul style="list-style-type: none"> engage in a cooperative process e.g. <ul style="list-style-type: none"> help each other use field study instruments and surveys share and analyse collected information (health of soil or water, litter tally, observations of bird or animal life) influence the care of a place <ul style="list-style-type: none"> design and implement a strategy to influence e.g. <ul style="list-style-type: none"> synthesise data to focus on cause of problem (who, what and how) 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 <ul style="list-style-type: none"> plan and participate in a field study e.g. <ul style="list-style-type: none"> identify an issue about a place negotiate and organise cooperative structures gather data from a field study synthesise information into solutions (list of recommendations) 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 <ul style="list-style-type: none"> engage in a geographical inquiry e.g. <ul style="list-style-type: none"> collaboratively develop key questions using a framework what and where are the issues or patterns being studied? how and why are they there? what are their impacts or consequences? what can be done to improve the situation? observe, record and describe a social, natural or built environmental pattern or activity analyse and share findings cooperatively explore and evaluate likely impacts 	initiate and undertake a project based on fieldwork <ul style="list-style-type: none"> engage in a cooperative process e.g. <ul style="list-style-type: none"> share perceptions to identify an issue establish criteria to validate that an issue exists 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) complete an action research process

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 know: Spatial patterns	<p>places of personal importance</p> <ul style="list-style-type: none"> natural, social and built places of importance e.g. <ul style="list-style-type: none"> home school Safety House shopping/service centre out-of-school care beach library playground Scout/Guide den surf lifesaving club farm forests grandparent's home <p>information about places</p> <ul style="list-style-type: none"> representations of a place e.g. <ul style="list-style-type: none"> drawing photograph symbol artefact plan map model spatial information about a place e.g. <ul style="list-style-type: none"> features (plants, people, colours) size and shape of a place boundary (the school fence, as far as the eye can see) feelings that a place of importance evokes significant event related to a place people related to a place activities related to a place things related to a place 	<p>simple maps</p> <ul style="list-style-type: none"> simple maps with standard symbols (landforms, colour coded keys, relative size of objects) various symbols of the Earth (wall map, globe) plan views (playground, floor plan of classroom/bedroom) personal mental maps picture maps (shopping centre) models (of landforms, local area features) <p>major local features</p> <ul style="list-style-type: none"> natural features (waterways, parks, mountains, vegetation) built features (roads, post office, town hall, shopping areas, heritage sites, tourist sites, industry) distinctive local features (river, bay, desert, dam, cattle stations) location of local area in relation to state and nation Australian States, Territories, capital cities and major physical features alphanumeric references (B2) compass points (N, S, E, W) <p>major global features</p> <ul style="list-style-type: none"> oceans: Pacific, Southern, Indian, Atlantic, Arctic continents: Australia, Antarctica, Asia, North America, South America, Europe, Africa hot/cold zones in relation to the Equator and North/South Poles northern/southern hemispheres regions or countries which have relevance (LOTE country, where family members came from) rivers, mountains, lakes, islands, deserts 	<p>maps</p> <ul style="list-style-type: none"> atlas and wall maps with simple legends, abbreviations and scale (1 cm: 1 m) globe street directory simple historical maps personal mental maps models <p>coastal and land features</p> <ul style="list-style-type: none"> coastal features (river mouth, bay, beach, gulf, reef, tributary, delta, spit, strait, island archipelago) land features (mountain, peninsula, peak, cape, desert, valley, lake, hill) Australian examples of coastal and land features location of features using simple scale and intercardinal compass points (NW, SE) <p>continents and countries</p> <ul style="list-style-type: none"> political boundaries of countries within continents countries relevant to study topics Asia-Pacific region <p>climate zones</p> <ul style="list-style-type: none"> zones defined by lines and degrees of latitude <ul style="list-style-type: none"> Equator Tropics of Capricorn and Cancer Antarctic and Arctic Circles climatic terminology (polar, tropical, temperate) 	<p>thematic maps</p> <ul style="list-style-type: none"> distribution maps (resources, land use, population, religion, agriculture, industry, language, per capita income) zoned maps (climate, vegetation, physical, political, Australian territories) common maps (weather, tourist, road, orthophoto, electronic) various projections (globe, vertical and oblique profiles, aerial and satellite photo maps, other than Mercator) <p>latitude, longitude, compass and scale references</p> <ul style="list-style-type: none"> lines of longitude (prime meridian, 180 degree meridian) degrees of lines of latitude and longitude coordinates according to longitude and latitude scale for distance calculations (1 cm: 1 km) <p>global patterns</p> <ul style="list-style-type: none"> physical, ecological, social and economic patterns distributions (resources, land use, population, religion, agriculture, industry, language, per capita income) changing patterns (climate, land use, population) 	<p>maps</p> <ul style="list-style-type: none"> choropleth topographic population economic political <p>diagrams</p> <ul style="list-style-type: none"> flow diagrams proportional graphs <p>statistics</p> <ul style="list-style-type: none"> mean median bar graphs column graphs line graphs climographs combination maps <p>environments in Australia and the Asia-Pacific region</p> <ul style="list-style-type: none"> natural environments (deserts in Australia, rainforests in Asia, coral reefs in the Pacific) built environments (farming regions in Australia, tourist resorts in the Pacific, cities in Asia) social environments (regional communities in Australia, families in Asia, language groups in the Pacific) 	<p>maps</p> <ul style="list-style-type: none"> climatic vegetation political choropleth weather historical topographic endangered species distribution <p>tables</p> <ul style="list-style-type: none"> life expectancies income distributions population distribution <p>statistical data</p> <ul style="list-style-type: none"> percentages mean median <p>impact of change on environments</p> <ul style="list-style-type: none"> natural impacts (tidal wave, cyclone, earthquake, drought, fire, flood) human impacts (global warming, pollution, species extinction, genetic engineering, dams, farming, urbanisation) positive or negative consequences of impact 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: Communicating	organise and present information <ul style="list-style-type: none"> • explain a sense of plan view (by looking at the garden from a balcony) • independently represent information about a place in various forms (prose, drawing, photographs, found object display, picture map) • with guidance, represent information about a place in a model or a map that uses smaller objects to represent larger ones • describe things in relation to other things in a place using terms (near, far, right, left, in front of, under, closer, nearest, bigger) • list familiar places from most to least important and explain reasons • add words to a concept map that describe activities and feelings associated with an important place 	use and make simple maps to describe features <ul style="list-style-type: none"> • map features of a place using simple symbols, references and terminology • refer to symbols, direction from other places and location to describe a local, national or global place • 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 <ul style="list-style-type: none"> • verbally describe places on a map by interpreting standard symbols, references, abbreviations and terminology • use standard symbols, references, abbreviations and terminology to locate land and coastal features, countries, continents and climatic zones on a range of maps • 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 <ul style="list-style-type: none"> • identify relationships between global features/one feature over time to describe a global pattern e.g. <ul style="list-style-type: none"> – correlate population and per capita income distributions to make inferences about developing and developed nations – use photographs, field sketches, climate maps and graphs to argue an inference that rising sea levels result from global warming – compare maps of global forests over time to make inferences about the Greenhouse Effect – compare maps of El Nino and La Nina patterns to predict effects on agriculture in Australia – use climate and vegetation maps to infer how these factors might influence lifestyle in a particular place 	use maps to justify value placement <ul style="list-style-type: none"> • refer to information from maps, diagrams and statistics to identify social values (heritage listings, national parks) • consider possible perspectives of cartographers and statisticians (Indigenous and non-Indigenous perspectives, purpose and audience considerations) • 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) • express justifications using map legends and apply criteria 	use maps, tables and statistics to express predictions <ul style="list-style-type: none"> • graph and map trends before and after the introduction of conservation measures or after a development that uses natural resources • 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: Significance of place	familiar places <ul style="list-style-type: none"> home school playground out-of-school care local areas parks green areas waterways shopping/service centre personal actions <ul style="list-style-type: none"> consumption habits and patterns e.g. <ul style="list-style-type: none"> use of water use of energy waste disposal habits e.g. <ul style="list-style-type: none"> disposal of rubbish recycling paper and cans reusing materials environmentally friendly strategies <ul style="list-style-type: none"> recycling (paper, aluminium) reusing (packaging, water) conserving (saving water, limiting power use) improving (planting trees) protecting (using footpath and walkways) 	familiar place <ul style="list-style-type: none"> schoolgrounds, local area, home places of personal preference places that evoke feelings place with a meaningful connection observed evidence of changes and continuities <ul style="list-style-type: none"> photographs (documenting continuing land use) sketches (illustrating progress of a building site) recorded data over time (tally of bird life) evidence, oral histories, physical changes (removal of trees, road construction, protection of heritage sites) preferred future vision <ul style="list-style-type: none"> view of future based on personal preference description of hopes for a place 	familiar places <ul style="list-style-type: none"> schoolgrounds local area catchment reserves, parks sports club Internet community defined by culture, spirituality, nature, leisure places that evoke personal feelings or have meaningful connections values <ul style="list-style-type: none"> ecological monetary economic (work) heritage spiritual religious cultural recreational/fun personal and other people's actions <ul style="list-style-type: none"> using protecting conserving exploiting abusing neglecting 	personal, family and school decisions about resource use and management <ul style="list-style-type: none"> economic decisions (cost of products) ecological decisions (unbleached paper) political decisions (Australian made goods) social decisions (products from charities) emotional decisions (colour preference) psychological decisions (advertising) cultural decisions (religious laws) local and global considerations <ul style="list-style-type: none"> local employment versus global poverty over-consumption versus under-consumption (food) local resource use versus global ecological degradation (rainforest hardwoods) local uranium industry and global nuclear arms proliferation personal consumer choices versus unethical product processes (popular clothing manufactured in sweatshops by children) 	ideas concerning sustainability <ul style="list-style-type: none"> conservation recycling appropriate technology/alternative technology extinction exploitation intergenerational and interspecies equity green tax green investment and marketing consumerism environmentalism who may benefit and be disadvantaged from changes <ul style="list-style-type: none"> rich/poor rural/urban present generation/future generations employers/employees employed/unemployed people who use environment for recreation/people who use environment as an industry resource changes <ul style="list-style-type: none"> size such as profit growth, geographic growth, market growth (domestic, international), downsizing labour, loss of market share technology (labour intensive, capital intensive) ownership (public to private, local to national to global) regulation (increased or decreased) Queensland industry <ul style="list-style-type: none"> primary (mining, agriculture, pastoral, fisheries, timber) secondary (manufacturing) tertiary (tourism, services, education, medical/scientific, technology, sport) alternative industries 	values of peace <ul style="list-style-type: none"> reconciliation cooperation empathy hope and optimism tolerance non-violence interdependence values of sustainability <ul style="list-style-type: none"> heritage values biodiversity intergenerational equity ecological integrity conservation wilderness values preferred vision of a place <ul style="list-style-type: none"> 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	<p>describe relationships</p> <ul style="list-style-type: none"> explain how a particular personal action relates to conservation of the environment (I turn the taps off because...) complete 'what if?' scenarios (what happens if I put food down the drain?) seek explanations from older students about their environmentally friendly strategies 	<p>express a preferred future vision based on observed evidence</p> <ul style="list-style-type: none"> engage in a two-step process e.g. <ul style="list-style-type: none"> apply imagination to observed evidence to develop a preferred future vision express preferred future vision (diagram, picture, song, drama, story, oral report, enactment) 	<p>describe the values underlying actions</p> <ul style="list-style-type: none"> collect and show evidence of how they and others value a place (Indigenous art) label pictures of how a place is cared for to illustrate values underlying actions identify values that conflict with their own about a place 	<p>explain whether decisions balance considerations</p> <ul style="list-style-type: none"> 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 construct a simple table listing reasons for and implications of a personal decision about resource use, and weigh up the ethics of that decision 	<p>evaluate ideas to identify</p> <ul style="list-style-type: none"> make judgments based on e.g. <ul style="list-style-type: none"> role-plays where the feelings of people affected by the introduction of sustainable practices are identified lists of advantages and disadvantages of a change to a Queensland industry (restrictions placed on logging, diversification of crops) real-life case studies (irrigation and the cotton industry, introduction of ecotourism) 	<p>make clear links between values and vision</p> <ul style="list-style-type: none"> electronically connect descriptions with values needed to create a preferred vision of that place illustrate a vision of a place and describe the values linked to the vision 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: Cultural diversity	<p>stories of diverse cultures including Aboriginal cultures and Torres Strait Islander cultures</p> <ul style="list-style-type: none"> contemporary and traditional stories in various forms e.g. <ul style="list-style-type: none"> oral/written/video/film dramatic, dance puppets sand/string stories myths, legends, fairytales nursery rhymes personal cultural stories (describing an experience) Indigenous stories including Aboriginal Dreaming stories and Torres Strait Islander legends e.g. <ul style="list-style-type: none"> of traditional and contemporary aspects of life that indicate Indigenous people's long period of occupation that make connections between traditional and contemporary Indigenous children that identify similarities between Indigenous and non-Indigenous children today stories that describe aspects of other cultures e.g. <ul style="list-style-type: none"> similarities with people from other cultures how different people solve the same problem (stealing, managing emotions) why some cultural practices are different stories that transmit culture and beliefs e.g. <ul style="list-style-type: none"> morals creation stories 	<p>aspect of their Australian life and that of a culture in the Asia-Pacific region</p> <ul style="list-style-type: none"> shopping home life of children school life of children food and rituals family leisure transport dance/music animals stories things made in each culture clothing games pets <p>culture in the Asia-Pacific region</p> <ul style="list-style-type: none"> map identification of the Asia-Pacific region cultural diversity in the Asia-Pacific region identified culture defined by e.g. <ul style="list-style-type: none"> ethnicity (Balinese, Polynesian, Melanesian) heritage (Norfolk Island, Samoa) nationality (Chinese, Japanese) 	<p>development of local community</p> <ul style="list-style-type: none"> demographic (events that created current community profile) industrial (employment, scientific and technological developments) social (clubs, reconciliation processes) civic/political (community groups) cultural (effects of cultural diversity) natural environments (preservation, destruction and repair) built environments (explorers, businesses, industries, housing, recreation facilities) economic (reasons for settlement; primary, secondary and tertiary industries) religious (settlement, social services) <p>contributions of diverse groups, including migrants and Indigenous peoples</p> <ul style="list-style-type: none"> young people's contributions to cultural development and industry in the past or present migrant groups' contribution to local industries in past/present Indigenous contributions to pastoral industry, pearling industry issues associated with Indigenous contributions (past wage inequities, unvalued involvement in wars) local contributions to peace (roles played by men, women, Indigenous groups, pre- and post-war migrant groups) cultural groups' contributions (diverse festivals, restaurants, art forms) 	<p>religious and spiritual beliefs in Australia's diverse cultures</p> <ul style="list-style-type: none"> religions and spiritual beliefs e.g. <ul style="list-style-type: none"> Christianity Buddhism Islam Judaism Hinduism animism groups within religions (types of Christianity and Islam) personal belief systems belief systems outside an established framework <p>features of religions and belief systems e.g.</p> <ul style="list-style-type: none"> interconnectedness and diversity of spiritual beliefs among groups such as Indigenous belief systems symbols and practices <p>how religious and spiritual beliefs contribute to Australia's diverse cultures</p> <ul style="list-style-type: none"> statistical profile of Australians' beliefs religious tolerance and acceptance of a common moral code diverse ethics on similar issues (gender roles, sexism, racism, ways of responding to challenges) how Australian laws are underpinned by Christian heritage 	<p>aspects of diverse cultural groups including Aboriginal groups and Torres Strait Islander groups</p> <ul style="list-style-type: none"> social groupings based on family and kinship structures roles and responsibilities in matriarchal and patriarchal societies influence of elders on decision making and learning language maintenance/revival land, sea and water connections as central to cultural identity roles of significant local and national organisations cultural mores (personal space, eye contact, respect) practices and beliefs that illustrate roles, rights and responsibilities of individuals (couples' expectations when they marry, symbols and art used, people and traditions honoured) signs and symbols of cultural belonging (roles on certain occasions, appearance, possessions) <p>perceptions of cultural aspects</p> <ul style="list-style-type: none"> stereotyping, harassment, bullying tolerance, celebration, acceptance 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) differences in acceptance in society and treatment by the legal system resulting from gender, ethnic group membership, socioeconomic status, age, subcultural groupings, ability/disability 	<p>ways in which various societies promote cultural diversity</p> <ul style="list-style-type: none"> development of cultural policies equality of access to social welfare and community support programs legislation to protect minority ethnic groups from discrimination (<i>Commonwealth Racial Discrimination Act 1975</i>) encouraging active participation in the political process freedom of cultural expression cross-cultural sharing of traditions, customs, celebrations and lifestyles 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) <p>ways in which various societies inhibit cultural diversity</p> <ul style="list-style-type: none"> exclusive immigration policies discriminatory social welfare policies restricted access to political processes race and ethnic group-based discrimination abuse of human rights political 'scapegoating' (blaming groups for social problems) segregation of cultural groups employment discrimination 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: Investigating	<p>compare ideas and feelings</p> <ul style="list-style-type: none"> analyse a list of class members' favourite stories (a lot of children like... stories, a few people like me enjoy... stories) orally share and compare ideas about stories (I think this story is about friends; this story says it's not okay to be bossy) orally share and compare emotional responses to a story (this story makes me feel good because...) 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 	<p>describe similarities and differences</p> <ul style="list-style-type: none"> use reference materials (<i>Access Asia</i>) and personal information to complete a table that compares an aspect of lifestyle (eating and food rituals) use an email pal to create an oral presentation about similarities and differences of leisure activities done individually, with peers and with family create a pictorial representation on the theme of 'getting around' in an Asia-Pacific culture and the local environment 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 	<p>identify contributions</p> <ul style="list-style-type: none"> use an investigative process to identify contributions e.g. <ul style="list-style-type: none"> identify an aspect of local development or a group to be investigated locate a range of sources (pictures, guest speakers, local area publications, places to visit) gather information analyse information (What pattern is emerging? What groups are not represented? Is only one perspective offered about the contribution?) make conclusions about contributions (What were the contributions? What groups contributed?) 	<p>investigate</p> <ul style="list-style-type: none"> use an investigation model e.g. <ul style="list-style-type: none"> collaboratively frame questions about the topic locate reference materials, guest speakers, site visits for information sort information to answer focus questions analyse data (what range of beliefs do Australians have, what problems does this diversity create for Australians?) report conclusions (individual or small group project presentation) 	<p>investigate aspects of cultural groups and others' perceptions</p> <ul style="list-style-type: none"> conduct an inquiry which follows the broad structure of a model e.g. <ul style="list-style-type: none"> develop and focus on topic, tentative question/s or hypothesis refine approach to inquiry, develop focus questions gather and sort information analyse information and consider evidence and perspectives inherent in it synthesise information and draw conclusions express and reflect findings to revisit phases of inquiry 	<p>analyse ways</p> <ul style="list-style-type: none"> conduct an inquiry which focuses on the analysis of phenomena (the way in which different societies respond to cultural diversity) e.g. <ul style="list-style-type: none"> gather and sort information analyse information and consider evidence and perspectives inherent in evidence identify hidden and marginalised perspectives synthesise information and draw conclusions 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	<p>different perceptions of gender roles</p> <ul style="list-style-type: none"> • based on experiences and lack of experiences <ul style="list-style-type: none"> – observations – practices – language – stories • perceived roles in various settings <ul style="list-style-type: none"> – 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 <p>various settings</p> <ul style="list-style-type: none"> • school • family • after-school care • recreational • community (local shopping centre) 	<p>different groups including families</p> <ul style="list-style-type: none"> • ethnic groups • sporting groups • social groups (Guides, Scouts, environmental groups) • family or kinship groups, blended, extended, nuclear, one parent <p>different perceptions</p> <ul style="list-style-type: none"> • purpose of groups (belonging, safety, protection) • roles of members (caregivers, leaders, participants, being cared for) • power associated with a group 	<p>stereotyping that reflects perceptions of</p> <ul style="list-style-type: none"> • 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) <p>discrimination that reflects perceptions of</p> <ul style="list-style-type: none"> • gender • disability • age • physical appearance • race • religious beliefs • socioeconomic circumstance <p>harassment that reflects perceptions of</p> <ul style="list-style-type: none"> • power and powerlessness • difference <p>peaceful behaviours</p> <ul style="list-style-type: none"> • cooperation • empathy • consideration • tolerance • acceptance • willingness to share • learning from a range of people • non-violence • assertiveness 	<p>ethical code of personal behaviour</p> <ul style="list-style-type: none"> • components and considerations e.g. <ul style="list-style-type: none"> – rules and laws from a range of levels (local to United Nations' charters) – society's expectations – personal beliefs – religious beliefs – rights, responsibilities <p>perceptions of cultural groups</p> <ul style="list-style-type: none"> • 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 	<p>impacts of particular perceptions of cultural groups held by a community</p> <ul style="list-style-type: none"> • 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) 	<p>perceptions of cultures associated with a current issue</p> <ul style="list-style-type: none"> • 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

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Students can: Creating	observe and record examples <ul style="list-style-type: none"> • challenge, with guidance, gendered stereotypes that arise from discussions about literature, pictures or film • draw or collect pictures associated with work roles of a guest speaker and/or workers in familiar settings • enact roles through puppet play that represent non-gendered female and male roles that they have observed • collect and list examples of gendered class play and language for discussion (do girls and boys share equipment and spaces?) • with guidance, challenge gendered stereotypes that arise in play or conversation 	explain <ul style="list-style-type: none"> • recount personal experiences with other groups • create a collage that synthesises the diversity of family and or kinship structures in the class • develop and share representations of their perceptions of their own family (concept map, annotated drawings) • create a web page that seeks the perceptions of others about a group • 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 <ul style="list-style-type: none"> • engage in a cooperative creative process e.g. <ul style="list-style-type: none"> – identify examples of stereotyping, discrimination or harassment in a familiar setting – clarify the perceptions associated with this behaviour – imagine a preferred peaceful situation – brainstorm strategies to achieve this • engage in an individual creative process e.g. <ul style="list-style-type: none"> – match words or images with a familiar type of discrimination, stereotyping or harassment – sequence a series of alternative words or images to create a preferred peaceful situation – represent how they can personally contribute to this peaceful situation 	design an ethical code of personal behaviour <ul style="list-style-type: none"> • engage in a design process e.g. <ul style="list-style-type: none"> – develop a draft ethical code of personal behaviour based on models (teachers' code of conduct, familiar rules and laws, observations of other cultures) – 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) – refine code by reflecting on its effectiveness – share code of conduct with others • 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 <ul style="list-style-type: none"> • engage in a process of devising strategies e.g. <ul style="list-style-type: none"> – identify a 'real-world' setting – identify an issue connected with a community's perceptions of cultural groups – determine desired outcomes of a strategy – explore outcomes (using De Bono's perspectives) – consider and evaluate possible strategies that would be responsive (in consultation with cultural groups concerned) – develop practical strategies based on anticipated outcomes – consider possible impacts of strategies – 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 <ul style="list-style-type: none"> • engage in a process of developing a proposal e.g. <ul style="list-style-type: none"> – identify a current issue connected with perceptions of cultural groups – determine desired outcomes of a proposal to address the issue – evaluate possible proposals in terms of the socially just nature of their responsiveness (in consultation with cultural groups concerned) – 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: Belonging	<p>diverse families</p> <ul style="list-style-type: none"> • kinship systems • nuclear families • extended families • blended families • communal families • one-parent families • family members including the elderly and the young <p>how diverse families meet human needs</p> <ul style="list-style-type: none"> • food <ul style="list-style-type: none"> – diverse types of food – food for various age groups – diverse ways of obtaining and preparing food – family members associated with providing food – rituals associated with food • clothing <ul style="list-style-type: none"> – diverse types of clothing – work roles associated with clothing – diverse ways of obtaining clothing – family members associated with providing clothing – traditions associated with clothing • shelter <ul style="list-style-type: none"> – diverse types of shelter – how families use shelter – ways of maintaining shelter – customs associated with homes • love <ul style="list-style-type: none"> – different ways of showing love to different ages (the young, the elderly) – diverse words that show love – diverse deeds that show love (gift-giving, celebrating special occasions, doing a favour) – various behaviours (hugging, nose-rubbing, holding hands, rocking, smiling) 	<p>groups</p> <ul style="list-style-type: none"> • family • peer • social • school • ethnic • religious <p>diverse customs and traditions</p> <ul style="list-style-type: none"> • celebrations and festivals (Vietnamese Moon Festival, Divali, Jacaranda Festival, Samoan Teuila Festival) • commemorations (Anzac Day, National Sorry Day, a mining disaster) • rituals (school assembly, Sunday roast, Sabbath prayer, Maori Haka) • traditions (clothing, gift-giving, decorations) • customs (signs of respect, eye contact, roles of older people, personal space, spoken and non-spoken language) • holy seasons (Ramadan, Lent) <p>sense of belonging to a group</p> <ul style="list-style-type: none"> • signs and symbols e.g. <ul style="list-style-type: none"> – use of places – clothing – music – dance – food ritual – gift-giving – language – ceremony – art • feelings e.g. <ul style="list-style-type: none"> – feeling safe – feeling valued 	<p>range of groups</p> <ul style="list-style-type: none"> • family • peer • class • gender • cultural • recreational • distant network <p>attitudes, beliefs and behaviours</p> <ul style="list-style-type: none"> • personal and others' attitudes, beliefs and behaviours • attitudes about e.g. <ul style="list-style-type: none"> – difference (physical attributes) – gender (what girls can do) – age (caring for younger students) – disability (oversensitivity towards the disabled) – ethnicity (Aboriginal students are good at sport) • beliefs e.g. <ul style="list-style-type: none"> – personal (I believe in taking care of animals) – family (respect your elders, care for those less fortunate) – religious (eating certain foods) – cultural (older people make decisions) • behaviours e.g. <ul style="list-style-type: none"> – positive behaviours (appropriate humour, being assertive, accepting difference) – negative behaviours (bullying, discrimination, harassment) <p>sense of belonging</p> <ul style="list-style-type: none"> • negative and positive feelings about group membership (empowerment, alienation) • identification with signs and symbols 	<p>groups to which they belong</p> <ul style="list-style-type: none"> • family • community (geographic, electronic) • cultural • subcultural (peer, youth culture, special interest group) <p>media images</p> <ul style="list-style-type: none"> • mode (electronic, print) • purpose (entertainment, information, advertising) • audience (age, ethnicity, gender, location, socioeconomic status) • techniques (use of sound, edited text, cropping, placement, visuals) <p>media images concerning gender, age and ethnicity</p> <ul style="list-style-type: none"> • gender e.g. <ul style="list-style-type: none"> – advertisements that target a product to a gender – stereotypes – selective representation of gender roles • age e.g. <ul style="list-style-type: none"> – news reports creating a negative image of young people – marketing strategies that are specific to certain age groups – whether the wisdom of the elderly is represented • ethnicity e.g. <ul style="list-style-type: none"> – tokenistic approach to cultural representation – lack of parallels to real life – unnecessary media identification by ethnicity • disability e.g. <ul style="list-style-type: none"> – lack of representation in advertisements and drama – lack of recognition of disabled achievements (sport) 	<p>cultural aspects that construct identities</p> <ul style="list-style-type: none"> • material aspects of culture, (food, clothing, housing, artefacts) • non-material aspects of culture (language, attitudes, beliefs, values and behaviours) • power relationships associated with gender, socioeconomic status, ethnic grouping, nationality, country of descent • definitions and constructions of masculinity and femininity (stereotypes of male/female identity/characteristics) • extent to which cultural heritage is valued by individuals within the culture • 'difference' from dominant cultures and levels of acceptance, tolerance and celebration • sense of 'community' and 'otherness' from the perspectives of the mainstream and the media which transmits mainstream perspectives <p>sense of belonging to a group</p> <ul style="list-style-type: none"> • feelings associated with group membership (friendship, safety, self-worth, power, empowerment) • understanding of rights, roles and responsibilities of group members • identification with values, signs and symbols associated with group membership (clothes, interests, customs, music, traditions, ethics and beliefs, spoken and unspoken language) • appreciation of manner in which groups satisfy needs (essential, spiritual, psychological, social) 	<p>effects of globalisation on cultural groups which may be celebrated</p> <ul style="list-style-type: none"> • ease of communication and transportation • expansion and availability of information technology • establishment of international organisations and subsequent treaties and agreements (UN, UNESCO, Amnesty International, World Bank loans, Comprehensive Test Ban Treaty) • protection of human rights • shared responsibilities for the natural environment • appreciation and celebration of cultural and linguistic diversity • international accountability for social, political, economic and environmental policy and actions • development of global youth cultures • greater access to markets • economic and social advantages of increased international tourism and travel <p>effects of globalisation on cultural groups which may be moderated</p> <ul style="list-style-type: none"> • loss of identity and culture • neo-colonialism (American/British/Western influence on cultures) • growth of 'tribalism' (reactionary/exclusionary/discriminatory policies and practices) • disempowerment of small/less influential cultures • economic disadvantage to smaller/less-developed/primary industry-based economies • deregulation of labour markets (sweatshops and child labour)

Culture and Identity

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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: Participating	share an understanding <ul style="list-style-type: none"> • contribute to and talk about a class-created concept map based on a need (how various families provide food) • explain a number of stories that are about how families show their love for each other • orally compare how an unfamiliar family (a traditional Inuit family) and their own family provide shelter 	participate in diverse customs and traditions to identify <ul style="list-style-type: none"> • engage in a cooperative process e.g. <ul style="list-style-type: none"> – identify groups to which they belong – identify groups other than their own – engage with their own and others' customs and traditions (familiar and unfamiliar) – 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) – share concept webs with other students (pinboard, email) – discuss similarities and differences – analyse 'sense of belonging' for common elements to conclude why people belong to groups 	describe attitudes, beliefs and values <ul style="list-style-type: none"> • engage in a process which analyses group memberships and describe the elements of group membership e.g. <ul style="list-style-type: none"> – identify groups to which they belong and do not belong – identify the membership of other groups – list attitudes, beliefs and behaviours associated with groups to which they belong – analyse which people might feel excluded by that group and whether the exclusion is positive or negative – 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 • use sign language to show their membership of different groups • tell stories or draw pictures about how they participate in different groups • speak about a symbol of their group membership and symbols of others' group memberships 	debate how media images reflect groups <ul style="list-style-type: none"> • 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 • participate in a formal debate of the question 'Young people have been let down by the media' • 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 • 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 <ul style="list-style-type: none"> • participate in a cooperative process (with peer groups, an email friend, groups that maintain anonymity) e.g. <ul style="list-style-type: none"> – identify group/s to which they belong (cultural groups, peer groups, subcultures) – highlight elements associated with group membership (material and non-material aspects) – discuss commonalities of group membership (material and non-material aspects) – discuss/share commonalities of group membership to ascertain cultural aspects (many groups have formal or informal codes of behaviour, or common values or beliefs) – conduct an analysis based on discussions or senses of belonging – make decisions about cultural aspects (to what extent do these aspects construct personal identities?) – cooperatively present findings or conclusions in an oral, written, visual or multimedia format 	collaboratively develop a community strategy <ul style="list-style-type: none"> • participate in a collaborative process e.g. <ul style="list-style-type: none"> – work cooperatively with community (peers, local community, wider society, on-line/electronically) – discuss appropriate strategies and strategic actions to moderate or celebrate (information campaign, protest/ demonstration, multimedia presentation, website construction) – 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

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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 Students gather and record information about familiar 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 cultural groups.
Students know: Cultural change	<p>familiar traditions</p> <ul style="list-style-type: none"> • gift-giving on special occasions • school assembly • class awards ceremony • Anzac Day • religious (Vietnamese Moon Festival, Christmas, Passover, Ramadan) <p>familiar celebrations</p> <ul style="list-style-type: none"> • parties • baptism/naming ceremonies • community celebrations • Australia Day • NAIDOC Week <p>familiar cultural changes</p> <ul style="list-style-type: none"> • birthdays to celebrate a change in age • symbols to celebrate losing baby teeth • New Year/Tet to celebrate a change in time • school captain ceremony to celebrate new leadership • seasonal festivals (agricultural show, wildflower festival, prawn festival) • marriage to celebrate a change in family structure 	<p>different groups</p> <ul style="list-style-type: none"> • family • class • peer/friendship • sports team • music group • sporting teams • Guides/Scouts <p>roles</p> <ul style="list-style-type: none"> • leader/participant • oldest/youngest • allocated (scorer, catcher, scribe, reporter) • independent/dependent • work and play roles <p>rights</p> <ul style="list-style-type: none"> • protection/safety • happiness/enjoyment • confidentiality • having a say <p>responsibilities</p> <ul style="list-style-type: none"> • jobs • delegated responsibilities • social responsibilities (fair-go, respecting rights of others) 	<p>change within Aboriginal cultures and Torres Strait Islander cultures</p> <ul style="list-style-type: none"> • diversity within Aboriginal cultures and Torres Strait Islander cultures based on e.g. <ul style="list-style-type: none"> – location – language group – spirituality – activities – law – lore • change at different times e.g. <ul style="list-style-type: none"> – pre-Contact – post-Contact – contemporary • work role changes (before/after the introduction of an industry) • location changes (where a group was located before and after Contact) • land ownership (Indigenous and European concepts) • cultural changes (effects of globalisation on remote communities, relevance of Dreaming stories in the past and present) • social structure changes (access by urban teenagers to wisdom of elders) • living condition changes (how Indigenous people live in Melbourne, the Simpson Desert, Djarra, Moa Island, Townsville) • health changes (traditional and modern medicines/health care) • education changes (traditional and modern ways of teaching the young) 	<p>changes resulting from cross-cultural contact</p> <ul style="list-style-type: none"> • displacement of land due to invasion • conflict due to resistance • cross-pollination of ideas through visitations • change of lifestyle caused by new resources, products and ideas • loss of identity due to European land use • refugee status due to war • strategies to respond to change e.g. <ul style="list-style-type: none"> – United Nations Human Rights Commission – multicultural policy – government organisations to cater for Indigenous people – grass roots Indigenous campaigns <p>Australian Indigenous cultures</p> <ul style="list-style-type: none"> • various Torres Strait Islander groups (local) • various Aboriginal groups (local) <p>non-Australian indigenous cultures</p> <ul style="list-style-type: none"> • New Zealand Maoris • Amazon indigenous groups • Inuit • Lapps • First Peoples of North America • Dayaks • indigenous peoples of South Africa 	<p>particular groups</p> <ul style="list-style-type: none"> • Aborigines and Torres Strait Islanders • people from non-English-speaking backgrounds • defined by gender • ethnic communities • rural and urban communities • business/economic groups • groupings based on age or interests (subcultures) • specific religious groups (inner city, outer suburbs, rural areas, regional centres) <p>role of government</p> <ul style="list-style-type: none"> • local, state, federal governments in legislative (law making), executive (policy development) and administrative (implementing law and policy) roles <p>change caused by government</p> <ul style="list-style-type: none"> • assimilation • segregation • integration • genocide • biculturalism • multiculturalism • alienation • inclusion 	<p>cultural groups</p> <ul style="list-style-type: none"> • Aborigines and Torres Strait Islanders • people from non-English-speaking backgrounds • defined by gender • groups defined by sexuality • groupings based on age or interests (subcultures) • specific religious groups • ethnic communities • rural and urban communities • residents of particular places (inner city, outer suburbs, rural areas, regional areas) <p>government legislation or policies</p> <ul style="list-style-type: none"> • Commonwealth acts (<i>Immigration Restriction Act 1901; Sex Discrimination Act 1984; Native Title Act 1993; Racial Discrimination Act 1975; Disability Discrimination Act 1992</i>) • Queensland acts (<i>Anti-Discrimination Act 1991</i>) • Australian Broadcasting Commission • Australian Film Commission • education policies • multiculturalism and immigration policies • town planning and building regulations • heritage listing of natural and built environments • development of roads and transport infrastructure <p>cultural change</p> <ul style="list-style-type: none"> • assimilation, segregation, integration • genocide • biculturalism • multiculturalism • alienation/inclusion

Culture and Identity

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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 Students gather and record information about familiar 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 cultural groups.
Students can: Communicating	gather and record information <ul style="list-style-type: none"> share and list experiences and observations about a familiar tradition or celebration, and record them as a word, picture and/or artefact display share a range of personal changes (second teeth, family restructuring, new baby) and write about or illustrate how these are celebrated 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 <ul style="list-style-type: none"> engage in a process to identify e.g. <ul style="list-style-type: none"> identify a range of personal groups to which they belong list the roles they play in each group list the responsibilities and rights that are attached to these group memberships look for similarities and differences 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 <ul style="list-style-type: none"> summarise findings about a cultural change experienced by an Indigenous guest speaker design questions about changing Indigenous family structures; locate a range of Indigenous interviewees (local, electronic, mail); and share responses map the lands of pre-Contact Aboriginal language groups in Australia and describe how these boundaries may have changed 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 <ul style="list-style-type: none"> 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) 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 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 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 <ul style="list-style-type: none"> 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 <i>Native Title Act</i> 1993, and the significance of the change to Aborigines and Torres Strait Islanders) correctly link a given change to a cultural group to the level and role of government responsible for the change 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 <ul style="list-style-type: none"> use a choice of formats and genres to communicate changes resulting from the introduction and enactment of the <i>Anti-Discrimination Act</i> (Qld) 1991 to the groups mentioned in the legislation (multimedia presentation) develop a written report based on case studies to outline the changes brought by federal immigration policies role-play representatives from government and cultural groups related to specific legislation or policies (meeting of Land Council, multicultural committee) 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	<p>their unique and common characteristics</p> <ul style="list-style-type: none"> • physical • social • cultural • family resemblances • personality • idiosyncrasies • mannerisms • learning styles • likes and dislikes • interests <p>common and unique abilities</p> <ul style="list-style-type: none"> • abilities and limitations associated with age • abilities associated with multiple intelligences e.g. <ul style="list-style-type: none"> – linguistic – mathematical – naturalistic – musical – interpersonal – intrapersonal – mathematical/logical – kinesthetic – spiritual 	<p>symbols</p> <ul style="list-style-type: none"> • personal (school badge) • cultural (costume) • religious (artefacts) • environmental (turtle totem of the Eastern Islands of the Torres Strait) • artistic (logos) • national (flag, emblems, slouch hat) <p>rituals</p> <ul style="list-style-type: none"> • school (assembly) • family (holidays, sitting at table for dinner) • religious (baptism, rites of passage, marriage) • cultural (naming ceremony, rodeo, Italian Festival, Winton Poetry Festival, prawn festival) <p>places</p> <ul style="list-style-type: none"> • personal • local natural, social and built (waterways, town hall, monument) • Queensland natural, social and built (Great Barrier Reef, bora rings, the Big Pineapple, Longreach Hall of Fame) • Australian natural, social and built (Ayers Rock/Uluru, World Heritage listings, Sydney Opera House, federal parliament, Snowy River Hydro Scheme) <p>different groups</p> <ul style="list-style-type: none"> • families • social • ethnic • religious • recreational • Torres Strait Islander • Aboriginal • gender 	<p>changing attitudes in different time periods</p> <ul style="list-style-type: none"> • tolerance/intolerance • changing target groups of discrimination <p>reasons for change</p> <ul style="list-style-type: none"> • immigration • human/civil rights movements • increased awareness through communication technology • globalisation • philanthropy • power <p>gender</p> <ul style="list-style-type: none"> • women's work roles (before, during and after World War II) • status of women over time (right to vote, equal pay for women) • changing family role of men • effects of clothing style over time <p>ethnicity</p> <ul style="list-style-type: none"> • notions of superiority of one group over another • fear of difference (Chinese on the goldfields) • government policy (<i>Immigration Restriction Act 1901</i>, <i>Pacific Islander Labourers Act</i>, 1980s multiculturalism policies, Reconciliation) <p>age</p> <ul style="list-style-type: none"> • children (child labour, <i>Child Protection Act</i>, compulsory education, Kids' Help Line) • care for the elderly (retirement age, social welfare benefits, changing perceptions and status of the elderly) <p>socioeconomic</p> <ul style="list-style-type: none"> • the social status of groups (convicts, squatters, free settlers, forced labourers) • care of low socioeconomic groups (removal of children, introduction of social welfare) 	<p>material aspects of groups</p> <ul style="list-style-type: none"> • music • artefacts • place • food • clothing • symbols <p>non-material aspects of groups</p> <ul style="list-style-type: none"> • behaviours • values • education • attitudes • traditions • beliefs • heritages • stories, myths, heroes, villains • norms <p>different groups</p> <ul style="list-style-type: none"> • family • peer • friendship • school • recreational • special interest • ethnic • religious • location <p>influence on personal identities</p> <ul style="list-style-type: none"> • sense of self e.g. <ul style="list-style-type: none"> – learning style – personality – likes/dislikes – abilities • sense of belonging e.g. <ul style="list-style-type: none"> – feelings (empowerment, powerlessness) – behaviours (conformity, hiding behaviour) 	<p>media and other influences that construct identities</p> <ul style="list-style-type: none"> • family • environments • ethnicity • socioeconomic circumstance • peer groups • nationality • media (advertising, portrayal of different groups in entertainment media, reportage of different groups by news media) <p>construction of dominant and marginalised identities</p> <ul style="list-style-type: none"> • 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) • 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) • language and terminology that promotes difference ('new' Australians, 'old' Australians) • 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) • identities that are constructed by exploitation, marginalisation, powerlessness, cultural imperialism and violence (the perceptions of Aborigines and Torres Strait Islanders in news reportage) 	<p>social construction of gender in different cultures and socioeconomic circumstances</p> <ul style="list-style-type: none"> • 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) • power relationships evident in constructions of masculinity and femininity (dominance of male constructs and marginalisation of female constructs) • gender construction as the link between expectations and choices (clothes, careers, jobs, relationships, political engagement and activism) • 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) <p>effects of social construction of gender on adolescent identities</p> <ul style="list-style-type: none"> • status of different genders within peer groups and youth cultures (reaction to and reflection of mainstream/adult culture) • material and non-material aspects that highlight the manner in which gender is constructed (clothing, music, tastes, language, attitudes)

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

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Students can: Reflecting	<p>describe unique and common characteristics and abilities</p> <ul style="list-style-type: none"> draw, list or represent abilities or characteristics they have in common with others in a group and those that are unique to them share affirmations with other students about things that make them special write a personal account of what others (family) believe makes them unique cooperatively list common emotions related to situations in life create a personal caricature 	<p>identify how symbols, rituals and places reflect identities</p> <ul style="list-style-type: none"> design a presentation (written or non-written) of Australian places, rituals and symbols that represent a range of Australian groups locate a place (Uluru) and identify a range of groups which value it for different reasons 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 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 	<p>explain changing attitudes</p> <ul style="list-style-type: none"> create a folio of evidence (gendered clothes over time) to explain how these reflect attitudes towards men and women at various times 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 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 collect examples of children being removed from their families at different times and record their reflections of this in a journal 	<p>express how aspects of groups influence personal identities</p> <ul style="list-style-type: none"> annotate a photograph or picture of themselves with information that identifies and describes material and non-material aspects of groups to which they belong collect and display artefacts, photographs, etc. that represent the material and non-material aspects of a group to which they belong provide affirmations about how personal behaviour or feelings are positively influenced by that group artistically express the influences of a group on personal identity 	<p>express how dominant and marginalised identities are constructed</p> <ul style="list-style-type: none"> 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) evaluate the ways in which some groups are portrayed as dominant and others are marginalised or ignored explain the construction of identities to a specific audience (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 explain the use of satire in a popular television cartoon that uses stereotypes to construct identities 	<p>analyse ways in which gender construction affects adolescent identities</p> <ul style="list-style-type: none"> distinguish between examples of gender construction and predict these constructions would have on young people (look at modes and mediums in which they are evident — magazines, television, public life, family life) contrast power relationships associated with gender construction in different adolescent contexts (how does the manner in which gender is constructed distribute power within groups?) deconstruct gender stereotypes to develop a television show depicting mainstream and marginalised adolescent identities translate a text so that it offers a reverse stereotype and construct of adolescent identity 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

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 know: Interactions between ecological and other systems	<p>elements in their environment meet needs and wants</p> <ul style="list-style-type: none"> • natural elements e.g. <ul style="list-style-type: none"> – trees which provide shade – plants which provide food – water for thirst, swimming – air to breathe – sunlight for warmth • built elements e.g. <ul style="list-style-type: none"> – houses for shelter – footpaths to walk safely – playgrounds for play – shops to buy food • social elements e.g. <ul style="list-style-type: none"> – Safety House for safety – teacher-librarian to help find resources – special events like birthday parties to help children feel special – signs and traffic lights to keep children safe – money to buy things – school rules for safety – education for lifeskills – ceremonies to help children know they belong 	<p>origins of a familiar product</p> <ul style="list-style-type: none"> • origins of resources e.g. <ul style="list-style-type: none"> – wheat for bread – oil for plastic – trees for timber and paper – coal for electricity – water for drinking <p>processing of a familiar product</p> <ul style="list-style-type: none"> • simple stages of production • resources used at stages of production • chemicals in production (for agriculture) • water treatment • packaging <p>relevant conservation strategies</p> <ul style="list-style-type: none"> • students practise e.g. <ul style="list-style-type: none"> – water conservation (Waterwatch) – paper recycling – energy-saving practices – composting – buying products with minimal packaging • local strategies that conserve resources (local government glass and paper recycling) • school strategies (conservation programs) 	<p>natural cycles</p> <ul style="list-style-type: none"> • water cycle • food chains • simple nitrogen cycle • seasons (European and Indigenous constructs) • aspects of seasonal cycles (cyclones, flood, monsoon, bushfire) • tides • plant cycles • simple animal life cycles <p>interactions between people and natural cycles</p> <ul style="list-style-type: none"> • introduction and removal of plants and animals (cane toads, prickly pear, water organisms in ship ballast) • introduction and removal of environmental elements (carbon monoxide, water, soil, salination) • modifying the environment (artesian boring, contour farming, reforestation, mining, pollutants) 	<p>Australian industries</p> <ul style="list-style-type: none"> • primary (extraction/production of raw materials or resources) e.g. <ul style="list-style-type: none"> – pastoralism – agriculture – mining – forestry – fishing • secondary (manufacture of primary resources) e.g. <ul style="list-style-type: none"> – steel manufacturing – paper production – hydro-electricity • tertiary (provision of services) e.g. <ul style="list-style-type: none"> – research – education – health – tourism – entertainment – finance • connections within workforce (in primary, secondary and tertiary sectors; local and global settings) <p>global economic systems</p> <ul style="list-style-type: none"> • trade between countries • countries specialising in different industries (Australian mining, Japanese manufacturing) • inequality of income and resource distributions in global contexts <p>global ecological systems</p> <ul style="list-style-type: none"> • land systems • atmosphere systems • water systems • biological systems 	<p>relationship between an ecological system and a government and/or an economic system</p> <ul style="list-style-type: none"> • government restrictions on imports (poultry and certain seeds) • government-funded research (CSIRO and fruit fly in north Queensland) • legislated creation of reserves (forestry) which reduce greenhouse emissions and encourage ecotourism • government-organised summits and public consultations concerning developments in or near natural ecosystems • government green taxes (companies taxed according to how much pollution they create) • council regulations concerning noise, control of pets or signage, which may also be supported by real estate developers • companies that promote recycling (with deposits on drink containers) • companies selling environmentally friendly products (biodegradable soaps, green energy, recycled packaging) • corporate sponsorship of endangered animals • market forces and ecotourism (at a particular site in Queensland) • links between natural resources and an industry's sustainability (timber industry and plantation forestry) 	<p>a relationship between global economic and ecological systems</p> <ul style="list-style-type: none"> • global income distributions and the availability of clean water • market demand for rainforest timber and the impact on rainforests (deforestation in Malaysia) • economic growth and finite resources • exporting raw materials, importing processed materials • primary industries and environmental impacts • population control in communist China • exploitation or protection of Antarctica • economic development and endangered animals • 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: Investigating	<p>identify how</p> <ul style="list-style-type: none"> • explain why they use particular things in their environment • match elements to personal activities e.g. <ul style="list-style-type: none"> – match pictures of people in work role to activities (road crossing supervisor and student going home) – match words that link items of need to activity (fruit tree and drinking juice) • describe feelings associated with needs and wants being met e.g. <ul style="list-style-type: none"> – ‘When I am helped by the teacher aide, I feel ...’ – ‘When I play with people, I feel ...’ • describe basic economic transactions that they observe (which needs are provided for with money) 	<p>investigate to describe</p> <ul style="list-style-type: none"> • use a process to investigate e.g. <ul style="list-style-type: none"> – 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) – 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 – use recorded information to synthesise relevant conservation strategies that are realistic and able to be enacted 	<p>make inferences</p> <ul style="list-style-type: none"> • logically explain how a human change to a place may affect the water cycle • predict the effects of global warming if plants are removed from the planet • 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) • complete a flow chart predicting environmental impacts associated with the gold rushes • forecast/predict a probable future based on current positive and negative practices (sand dune repair, Clean Up Australia Day, water pollution) • predict consequences for a marine food chain if clear plastic bags and balloons are introduced 	<p>outline how Australian industries link</p> <ul style="list-style-type: none"> • 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) • build a pictorial map of trade routes which shows proximity to transport systems, global resources and industries • display products (furniture made from rainforest timber or pictures of products) with evidence of its association with foreign workers and environments 	<p>evaluate the relationship</p> <ul style="list-style-type: none"> • 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 • 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) • construct an economic model which places value on the natural environment in the calculation of GDP • provide reasons why a relationship between an ecological system and/or an economic or political system exists or should exist 	<p>develop and test a hypothesis</p> <ul style="list-style-type: none"> • engage in a process for developing and testing a hypothesis e.g. <ul style="list-style-type: none"> – frame a hypothesis that is manageable, relevant and focused – identify and gather relevant data (use a variety of search terms to interrogate a database) – compare and evaluate data (compare assessments about the reliability of information, compare statistical data with mapped information) – construct conclusions about the accuracy of the hypothesis • use a local study to suggest a testable relationship that may exist on a larger scale • 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: Economy and business	<p>stereotypes about work roles</p> <ul style="list-style-type: none"> • personal and others' work roles at school, at home, in community • sources of stereotypes e.g. <ul style="list-style-type: none"> – student misconceptions – misrepresentations in text and pictures – school practices (boy and girl monitors) • local language (groundskeeper or groundsman) • stereotypes about gender, disability, culture and age e.g. <ul style="list-style-type: none"> – who performs paid and unpaid work – abilities required for work roles – unrecognised and undervalued work (parent work at home, child work, volunteer aide work) 	<p>familiar goods and services</p> <ul style="list-style-type: none"> • goods associated with local shops (food, clothes, videos, books) • services associated with local shopping centre (TV repairs, petrol station) <p>people involved in production and consumption</p> <ul style="list-style-type: none"> • bread: wheat farm workers → flour mill workers → transport workers → baker → consumer → waste management workers <p>stereotypes of gender, age, ethnicity and disability</p> <p>resources involved in production and consumption</p> <ul style="list-style-type: none"> • technology • animal labour • money • diverse resources in one product (t-shirt: cotton, polyester from oil) • packaging e.g. <ul style="list-style-type: none"> – resources used – consumption patterns – waste disposal 	<p>industry</p> <ul style="list-style-type: none"> • past (gold mining, Cobb & Co, rural) • present (telecommunication, rural, tourism) • future (energy, travel, building, entertainment) <p>occupational specialisation and interdependence</p> <ul style="list-style-type: none"> • rural/urban links (farmer and city baker) • ecological/economic links (forest scientist and saw miller) • workers associated with stages of production/service delivery • occupations within an industry classified according to specialised skills, tools • how workers within an industry are linked • associated unpaid, unrecognised or undervalued workers (children, women, migrants, forced labour, Indigenous people, volunteer workers, campaigners) 	<p>enterprise</p> <ul style="list-style-type: none"> • a project involving initiative and some business practices <p>community and international aid projects</p> <ul style="list-style-type: none"> • projects with a social or environmental motive e.g. <ul style="list-style-type: none"> – Red Cross – Community Aid Abroad – Catchment Care – Smog Busters – disaster relief – Amnesty International – specific community action group (save our banks, airport noise, ratepayers association) <p>assistance</p> <ul style="list-style-type: none"> • fundraising • community or in-the-field service • information campaign • advocating for change 	<p>Australian economic system's relationship to global trade</p> <ul style="list-style-type: none"> • 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) • reasons for certain imports and exports (profit motive, environmental conditions) • impacts on Australia's rural industries of global changes in demand and supply for primary products • debates over tariffs, subsidies, participation in regional economic forums • impact of the 1930s Depression on the extent of government regulation of the economy in Australia 	<p>improving productivity and working conditions in an industry or business</p> <ul style="list-style-type: none"> • increasing output per head (productivity) while ensuring that workers enjoy better physical, financial and emotional situations • different productivity measuring devices used in different industries • industrial relations: collective and individual negotiations and bargaining (the role of employer advocacy groups and unions) • assessing the costs and benefits of piece work • measuring production and assessing the impact of using new technologies • understanding human motivations for raising productivity or improving working conditions • rights and responsibilities of employers, employees, businesses and consumers

Systems, Resources and Power

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	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: Creating	<p>create representations</p> <ul style="list-style-type: none"> answer questions that challenge possible generalisations (If the school principal is a woman, are all school principals women?) draw or collect pictures of familiar work roles and analyse for diversity of gender, culture, age, ability and disability 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?) enact non-stereotypical practices in class work roles discuss, role-play or draw responses to scenarios (What if only boys could use the playground?) create a collage of media representations of stereotyping and discuss 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) 	<p>create a representation</p> <ul style="list-style-type: none"> design a concept map based on a product (wheat) showing ingredients, various workers, technology and costs design a simple flow chart about resource production (paper) label a diagram about a local service (how television repairers do their work) sequence pictures associated with the production and consumption of something intangible (electricity) create a wall collage about goods and services (classified pictures of goods or services) develop a simple map showing where to obtain goods and services in the local area develop an imaginary product or service and brainstorm the resources, technology and people involved in its production/delivery and consumption 	<p>create a representation</p> <ul style="list-style-type: none"> develop a concept map for an occupation showing required resources, skills, tools and attitudes create a model of a past industrial site (diverse workers, aspects of production, work materials and tools associated with an 1800s gold field) flow chart a range of specialised workers associated with each stage of production of a particular resource role-play responses to situations that affect work interdependence (industrial accident, transport breakdown) create a map that shows places associated with an industry (rural, urban, ecological, economic) create a job description for a future industry that highlights specialisation and interdependence 	<p>plan and manage an enterprise</p> <ul style="list-style-type: none"> cooperatively and/or personally e.g. <ul style="list-style-type: none"> develop a vision articulate the vision as an outcome (raise money, raise awareness, offer support, make a product) create strategies to achieve the outcome enact and manage the strategies make decisions plan priorities establish and carry out roles and responsibilities manage time manage finances manage other resources monitor progress and review plans evaluate effectiveness of outcome 	<p>design models to demonstrate</p> <ul style="list-style-type: none"> create and label a circular flow diagram that demonstrates the main sectors of the economy 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) translate a diagram into a three-dimensional product build interactive web pages that allow users to identify relationships between economic conditions in foreign countries and Australian unemployment rates develop a small business plan for an Australian company so it can market its products globally 	<p>make practical suggestions</p> <ul style="list-style-type: none"> engage in a process for developing practical suggestions e.g. <ul style="list-style-type: none"> identify a 'real-world' context gather information from a range of sources including perspectives of employers and employees articulate solutions for an identified issue (health and safety issue in a particular workplace) discuss ideas with practitioners from an industry or business and modify accordingly conduct a cost-benefit analysis for the short and the long term 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: Participating and decision making	cooperative work and play <ul style="list-style-type: none"> • games • sharing play equipment, resources • sharing places • sharing work • sharing expertise personal abilities and limitations <ul style="list-style-type: none"> • physical • social • intellectual • what is easy and difficult • likes and dislikes in play and work situations • learning styles (performing best in hot or cold, light or dark, noisy or quiet, on own or in groups) • dominant intelligence type e.g. <ul style="list-style-type: none"> – linguistic – mathematical – naturalistic – musical – interpersonal – intrapersonal – mathematical/logical – kinesthetic – spiritual 	simple enterprise <ul style="list-style-type: none"> • class shop • class production (newsletter, biscuit factory) • resource management project (paper making) • planning for class excursion • information campaign own and others' strengths and weaknesses <ul style="list-style-type: none"> • peers, teacher, familiar adults • physical • social • intellectual • what is easy and difficult • likes and dislikes associated with contributing to the enterprise • learning styles (performing best in hot or cold, light or dark, noisy or quiet, on own or in groups) • dominant intelligence type e.g. <ul style="list-style-type: none"> – linguistic – mathematical – naturalistic – musical – interpersonal – intrapersonal – mathematical/logical – kinesthetic – spiritual 	cooperative projects <ul style="list-style-type: none"> • environmental field study leading to civic action • information campaign to promote waste conservation practices • class elections • planning class camp or excursion • cooperative group work in another key learning area (science investigation – working scientifically) • designing a class code of conduct/bill of rights principles of democratic decision making <ul style="list-style-type: none"> • rights and responsibilities • freedom of speech • tolerance • choosing, voting • cooperation • negotiation • fairness • inclusivity • peaceful resolution • taking responsible action • reviewing how well things were done 	familiar settings <ul style="list-style-type: none"> • class • school • local community representative government <ul style="list-style-type: none"> • fundamentals e.g. <ul style="list-style-type: none"> – democracy – election – representative – electorate – upper and lower houses of parliament • institutions e.g. <ul style="list-style-type: none"> – republic – constitutional monarchy – Commonwealth • roles e.g. <ul style="list-style-type: none"> – prime minister – minister – cabinet – premier – member of parliament – government and opposition – governor-general • associated concepts e.g. <ul style="list-style-type: none"> – act of parliament – bill – referendum – constitution of Australia and Queensland – political party – separation of powers 	significant current environmental, business, political or legal issue <ul style="list-style-type: none"> • 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 • environmental issues occurring in natural, social or built settings • business issues (taxation changes, unfair dismissal law) • 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) • legal issues (those related to laws and regulations at a range of levels) participatory action <ul style="list-style-type: none"> • action which involves practical, authentic behaviours extending beyond the theoretical • actions involving negotiation, consultation, clarification of position, clarity of intentions 	Australia's role in future global economies or environments <ul style="list-style-type: none"> • the advocacy role of Australian governments, organisations and/or groups regarding foreign aid, protecting world heritage and threatened areas • the active participatory role of Australian governments and/or organisations in providing e.g. <ul style="list-style-type: none"> – foreign aid – accessibility of markets to nations with high levels of international debt – reduction of greenhouse gases – support for sustainable fishing practices • the role of consumers as purchasers of ethically produced products e.g. <ul style="list-style-type: none"> – those without the use of exploited child labour – environmentally friendly products – those not involving animal testing

Systems, Resources and Power

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Students can: Participating	<p>monitor personal abilities and limitations</p> <ul style="list-style-type: none"> • discuss abilities and limitations before and after activities (group and individual) • compare a performance over time • identify what they are good at in group situations • identify what they would like help with • identify what others are good at in group situations • identify times when they received help, gave help • share feelings associated with being able to and not able to do certain things • accept limitations • know when to seek adult help <p>identify goals for social development</p> <ul style="list-style-type: none"> • discuss goals with teacher guidance e.g. <ul style="list-style-type: none"> – what could be practised tomorrow? – how can I know if this has been successful? – what might need to be practised for a longer time? 	<p>enact a simple cooperative enterprise to identify</p> <ul style="list-style-type: none"> • with assistance, cooperatively engage in a process e.g. <ul style="list-style-type: none"> – set goals – decide resources needed – identify roles and responsibilities and how these will be allocated (based on knowledge of personal and others' strengths and weaknesses) – enact given role/s and responsibilities within the enterprise – create a timeline of things to be done – monitor and review own and others' progress (KWL chart: what I Know, what I Want to know, what I have Learnt) – give constructive feedback to each other – review aspects of the enterprise (How could we have done this part better?) 	<p>apply principles of democratic decision making</p> <ul style="list-style-type: none"> • organise and participate in simple formal decision-making processes e.g. <ul style="list-style-type: none"> – meeting procedure – first-past-the-post voting – simple debate activities • practise democratic values in decision making e.g. <ul style="list-style-type: none"> – enact rights and responsibilities – value opinions – vote – accept majority vote – accept others' points of view – participate in peaceful solutions 	<p>enact democratic processes</p> <ul style="list-style-type: none"> • organise and participate in democratic processes in familiar settings e.g. <ul style="list-style-type: none"> – simple debate – meeting procedure – first-past-the-post and preferential elections – question and answer forum – interviewing political representatives – advocating for change at local to global level • practise democratic processes e.g. <ul style="list-style-type: none"> – rights and responsibilities – freedom of speech – valuing opinions – accepting popular vote – choosing, voting, consensus, cooperation, negotiation – fairness – peaceful solutions to problems – taking responsible action – leadership skills – reviewing democratic processes 	<p>use structured decision-making processes</p> <ul style="list-style-type: none"> • formal meeting procedures e.g. <ul style="list-style-type: none"> – select or allocate roles (chair, minute-taker) – keep records – decide on standing orders – set agenda – ensure inclusivity – participate in meeting business – articulate meeting decisions • simulated election e.g. <ul style="list-style-type: none"> – decide on roles and process – engage in nomination process – conduct campaign/evaluate candidates – organise paperwork (ballot papers, how to vote cards) – conduct election – calculate results using preferential system – operationalise policies if elected • court room role-play/mock trial e.g. <ul style="list-style-type: none"> – set trial procedures – select and allocate roles (judge, jury, plaintiff, defendant) – enact roles – keep records – enact trial outcome – debrief and evaluate 	<p>advocate to influence</p> <ul style="list-style-type: none"> • send persuasive letters to politicians and lobby groups • design a simple Lickert Scale survey to promote push polling and analyse and publish results • create questions to discuss with invited politicians to attempt to persuade them to a position • conduct telephone interviews with people in positions of influence to obtain information and to persuade • influence consumer behaviour by planning and organising an advertising and marketing campaign in the local area

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 know: Citizenship and government	familiar environment <ul style="list-style-type: none"> • work situations • play situations • classroom • garden • playground • library • home • out-of-school care practices for fair, sustainable and peaceful ways of sharing and working <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • class • home • playground • school library • recreational settings • out-of-school care own and others' rights and responsibilities <ul style="list-style-type: none"> • right to enjoy/responsibility to ensure e.g. <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> • types of rule and authority e.g. <ul style="list-style-type: none"> – 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. <ul style="list-style-type: none"> – women in ancient Athens – slaves in USA – children in contemporary Australia • representativeness and participation e.g. <ul style="list-style-type: none"> – freedom from slavery – freedom of speech – freedom of association – equality before the law 	government in pre- and post-Federation Australia <ul style="list-style-type: none"> • contemporary and past Indigenous law • growth of political democracy and development of law since 1788 e.g. <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • separation of powers e.g. <ul style="list-style-type: none"> – the judicial branch – the legislative branch • division into federal, state and local responsibilities • different ways of making laws e.g. <ul style="list-style-type: none"> – by parliament – by the courts – by delegation to subordinate bodies • different types of courts e.g. <ul style="list-style-type: none"> – magistrate – county – supreme – children's – appeal (including the federal High Court) main principles of legal systems in Australia <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • systems of various times and places • economic system e.g. <ul style="list-style-type: none"> – 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. <ul style="list-style-type: none"> – liberal democracy – social democracy – totalitarianism – absolute monarchy • legal system e.g. <ul style="list-style-type: none"> – based mainly on religion – founded on precedents – based on codes

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Students can:	describe practices	analyse information	describe simply	present comparisons	report on the main features and principles	communicate informed interpretations to suggest reforms
Communicating	<ul style="list-style-type: none"> • enact class protocols, rules and practices • explain class protocols, rules and practices • role-play practices • list words associated with fair, sustainable and peaceful practices • negotiate class rules and consequences • discuss stories which model fair, sustainable and peaceful practices • dramatically present solutions to problems in given scenarios (How do three people use the computer?) 	<ul style="list-style-type: none"> • tabulate personal rights and responsibilities in various places (library, Internet community) and look for commonalities • describe cause/effect (why there are rules for the playground equipment; protocols for school of the air) • define a problem in light of rights and responsibilities (why some children argue over a game) • compare consequences of a situation (how various people felt when their happiness was considered by someone else) • distinguish between rights and responsibilities • seek people's motives for particular actions (greed, altruism) 	<ul style="list-style-type: none"> • discuss, write about, enact or illustrate aspects of principles of democracy • arrange information in table form • match given scenarios to principles of democracy (ruler to type of rule) • match terminology to meanings • describe situations from the past and how things are different or the same now • sequence events over time (before and after the Eureka Stockade) • offer interpretations about democracy at different times 	<ul style="list-style-type: none"> • use criteria to compare the developmental stages of government e.g. <ul style="list-style-type: none"> – who was a citizen – citizen rights – who made the law – who enforced the law – how leaders were appointed • present comparative information e.g. <ul style="list-style-type: none"> – table format – pictorial flow chart – written report – timeline – dramatic presentation – oral presentation – Venn diagram (similarities and differences of Australian government or citizenship at different times) – forecast based on the present 	<ul style="list-style-type: none"> • use a formal written report genre • provide a simulated radio or television news report • create a computer-based bulletin board report • provide a verbal, interactive report 	<ul style="list-style-type: none"> • write an argumentative essay about whether there should be less government regulation of some sectors of the economy • participate in a debate on whether Australia should become a republic • 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

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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	<p>limiting situations</p> <ul style="list-style-type: none"> • disempowering situations e.g. <ul style="list-style-type: none"> – being bullied – being excluded • uncertainty of routines and rules e.g. <ul style="list-style-type: none"> – bells – library – tuckshop – games • unsafe situations e.g. <ul style="list-style-type: none"> – being lost – stranger contact • fearful situations e.g. <ul style="list-style-type: none"> – participating in discussions – being with unknown people – being in strange places • inability to join in e.g. <ul style="list-style-type: none"> – not knowing game rules • not maximising use of places and equipment e.g. <ul style="list-style-type: none"> – social expectations (gender, age) <p>strategies that assist students to manage limiting situations</p> <ul style="list-style-type: none"> • anti-bullying e.g. <ul style="list-style-type: none"> – 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 	<p>problems people may have in accessing resources</p> <ul style="list-style-type: none"> • resources e.g. <ul style="list-style-type: none"> – 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 	<p>values associated with familiar rules and laws</p> <ul style="list-style-type: none"> • power valued in familiar rules and laws e.g. <ul style="list-style-type: none"> – democratic creation of rules and laws – provision of rights – requirement of responsibilities • equal access to the power of rules and laws e.g. <ul style="list-style-type: none"> – 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 	<p>campaigns</p> <ul style="list-style-type: none"> • 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 Gandhi, Chartist, Dame Enid Lyons, Lowitja O'Donoghue) • perspectives of groups involved • outcomes of campaigns <p>symbols of campaigns and organisations</p> <ul style="list-style-type: none"> • songs/poems (<i>Imagine, Treaty</i>) • sayings (<i>I have a dream, Peace</i>) • logos (WWF Panda, Amnesty candle) • flags (Aboriginal flag) • signs (hand sign for peace) • artefacts (poppy, paper cranes) • promotional people (Princess Diana) <p>organisations which maintain environmental and human rights</p> <ul style="list-style-type: none"> • 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) 	<p>access to democracy in Queensland or other Australian political settings</p> <ul style="list-style-type: none"> • constraints on access to participation in political decision making at various times e.g. <ul style="list-style-type: none"> – geographical location – age – educational level – ethnicity – gender – status as a property owner – income – religion • access to media forums e.g. <ul style="list-style-type: none"> – the printed word – radio – television – Internet • access to industrial democracy (the right to belong or not to belong to a trade union) 	<p>economic power</p> <ul style="list-style-type: none"> • may or may not be associated with economic authority • may be derived from e.g. <ul style="list-style-type: none"> – ownership of capital – participation in consumer groups – participation in business organisations – individual wealth – being associated with a widely accepted ethical position <p>political power</p> <ul style="list-style-type: none"> • may or may not be associated with political authority • may be derived from e.g. <ul style="list-style-type: none"> – 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

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

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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	<p>discuss strategies</p> <ul style="list-style-type: none"> collaboratively list ways to cope with particular situations share successful ways of coping in particular situations describe personal contributions in creating limitations for others (exclusion) and how that can be changed explain Protective Behaviours explain where Safety Houses are and what to do in times of concern 	<p>devise possible solutions</p> <ul style="list-style-type: none"> role-play people in problem and solution roles list local access problems and design solutions model, map or draw places which can be accessed by people with physical limitations investigate and list people who assist those who don't have much money suggest how people in isolated areas could use information technology to obtain health care find solutions in fictional literature and translate to familiar scenarios 	<p>explain values</p> <ul style="list-style-type: none"> interpret the reason for an existing rule or law and frame the reason as a value describe/predict natural and punitive consequences when rules and laws are breached match values to rules and laws explain why a rule has personal importance identify personal values and locate rules or laws that support these match school rules to sentences in the school's vision statement 	<p>classify values</p> <ul style="list-style-type: none"> analyse the operations of different organisations and groups according to broad values e.g. <ul style="list-style-type: none"> democratic process social justice ecological and economic sustainability peace identify campaigns and/or organisations that aim to improve access to power for particular groups decide how a campaign or organisation has enhanced the power of a group by improving their human or environmental rights 	<p>apply the value of social justice to make suggestions</p> <ul style="list-style-type: none"> test whether a political practice values diversity or common human rights and explain how it may be improved explore the rights and responsibilities of Year 8 and 9 students and whether they have equality of access to school decision-making processes 	<p>apply understandings to suggest ways of improving access</p> <ul style="list-style-type: none"> test whether a current practice supports rule by the majority and protects the rights of minorities to explain how social justice and democracy may be improved create submissions to appropriate authorities for improving the situation facing exploited children