

# **Studies of Society and Environment (2000)**

## **Years 1 to 10 Sourcebook Guidelines (Part 9 of 9)**

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

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# Appendixes

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

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

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

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

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

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

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

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

Strand: Time, Continuity and Change						
<b>1. Evidence over time</b> <i>Investigating</i>	<b>TCC 1.1</b> Students describe their past and their future using evidence from familiar settings.	<b>TCC 2.1</b> Students explain different meanings about an event, artefact, story or symbol from different times.	<b>TCC 3.1</b> Students use evidence about innovations in media and technology to investigate how these have changed society.	<b>TCC 4.1</b> Students use primary sources to investigate situations before and after a change in Australian or global settings.	<b>TCC 5.1</b> Students use primary and secondary evidence to identify the development of ideas from ancient to modern times.	<b>TCC 6.1</b> Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.
<b>2. Changes and continuities</b> <i>Creating</i>	<b>TCC 1.2</b> Students sequence evidence representing changes and continuities in their lives.	<b>TCC 2.2</b> Students record changes and continuities in familiar settings using various devices.	<b>TCC 3.2</b> Students create sequences and timelines about specific Australian changes and continuities.	<b>TCC 4.2</b> Students illustrate the influence of global trends upon the beliefs and values of different groups.	<b>TCC 5.2</b> Students represent situations before and after a period of rapid change.	<b>TCC 6.2</b> Students use their own research focus to analyse changes or continuities in the Asia-Pacific region.
<b>3. People and contributions</b> <i>Participating</i>	<b>TCC 1.3</b> Students share points of view about their own and others' stories.	<b>TCC 2.3</b> Students cooperatively evaluate how people have contributed to changes in the local environment.	<b>TCC 3.3</b> Students use knowledge of people's contributions in Australia's past to cooperatively develop visions of preferred futures.	<b>TCC 4.3</b> Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.	<b>TCC 5.3</b> Students collaborate to locate and systematically record information about the contributions of people in diverse past settings.	<b>TCC 6.3</b> Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments.
<b>4. Causes and effects</b> <i>Communicating</i>	<b>TCC 1.4</b> Students describe effects of a change over time in a familiar environment.	<b>TCC 2.4</b> Students describe cause and effect relationships about events in familiar settings.	<b>TCC 3.4</b> Students organise information about the causes and effects of specific historical events.	<b>TCC 4.4</b> Students critique information sources to show the positive and negative effects of a change or continuity on different groups.	<b>TCC 5.4</b> Students explain the consequences of Australia's international relations on the development of a cohesive society.	<b>TCC 6.4</b> Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles.
<b>5. Heritage</b> <i>Reflecting</i>	<b>TCC 1.5</b> Students identify what older people value from the past.	<b>TCC 2.5</b> Students identify similarities and differences between the experiences of family generations.	<b>TCC 3.5</b> Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds.	<b>TCC 4.5</b> Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue.	<b>TCC 5.5</b> Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.	<b>TCC 6.5</b> Students develop criteria-based judgments about the ethical behaviour of people in the past.
Strand: Place and Space						
<b>1. Human–environment relationships</b> <i>Investigating</i>	<b>PS 1.1</b> Students match relationships between environmental conditions and people's clothes, food, shelter, work and leisure.	<b>PS 2.1</b> Students identify how environments affect lifestyles around Australia.	<b>PS 3.1</b> Students compare how diverse groups have used and managed natural resources in different environments.	<b>PS 4.1</b> Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource.	<b>PS 5.1</b> Students synthesise information from the perspectives of different groups to identify patterns that constitute a region.	<b>PS 6.1</b> Students use criteria and geographical skills to develop conclusions about the management of a place.
<b>2. Processes and environments</b> <i>Creating</i>	<b>PS 1.2</b> Students make connections between elements of simple ecosystems.	<b>PS 2.2</b> Students predict possible consequences for an ecological system when an element is affected.	<b>PS 3.2</b> Students create and undertake plans that aim to influence decisions about an element of a place.	<b>PS 4.2</b> Students predict the impact of changes on environments by comparing evidence.	<b>PS 5.2</b> Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships between and within natural systems.	<b>PS 6.2</b> Students create proposals to resolve environmental issues in the Asia-Pacific region.
<b>3. Stewardship</b> <i>Participating</i>	<b>PS 1.3</b> Students participate in a cooperative project to cater for the needs of living things.	<b>PS 2.3</b> Students cooperatively plan and care for a familiar place by identifying needs of that place.	<b>PS 3.3</b> Students cooperatively collect and analyse data obtained through field study instruments and surveys to influence the care of a local place.	<b>PS 4.3</b> Students participate in a field study to recommend the most effective ways to care for a place.	<b>PS 5.3</b> Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations.	<b>PS 6.3</b> Students initiate and undertake an environmental action research project based on fieldwork.
<b>4. Spatial patterns</b> <i>Communicating</i>	<b>PS 1.4</b> Students organise and present information about places that are important to them.	<b>PS 2.4</b> Students use and make simple maps to describe local and major global features including oceans, continents, and hot and cold zones.	<b>PS 3.4</b> Students use and make maps to identify coastal and land features, countries and continents and climate zones.	<b>PS 4.4</b> Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns.	<b>PS 5.4</b> Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region.	<b>PS 6.4</b> Students use maps, tables and statistical data to express predictions about the impact of change on environments.
<b>5. Significance of place</b> <i>Reflecting</i>	<b>PS 1.5</b> Students describe the relationships between personal actions and environmentally friendly strategies in familiar places.	<b>PS 2.5</b> Students express a preferred future vision of a familiar place based on observed evidence of changes and continuities.	<b>PS 3.5</b> Students describe the values underlying personal and other people's actions regarding familiar places.	<b>PS 4.5</b> Students explain whether personal, family and school decisions about resource use and management balance local and global considerations.	<b>PS 5.5</b> Students evaluate ideas concerning sustainability to identify who may benefit and who may be disadvantaged from changes to a Queensland industry.	<b>PS 6.5</b> Students make clear links between their values of peace and sustainability and their preferred vision of a place.

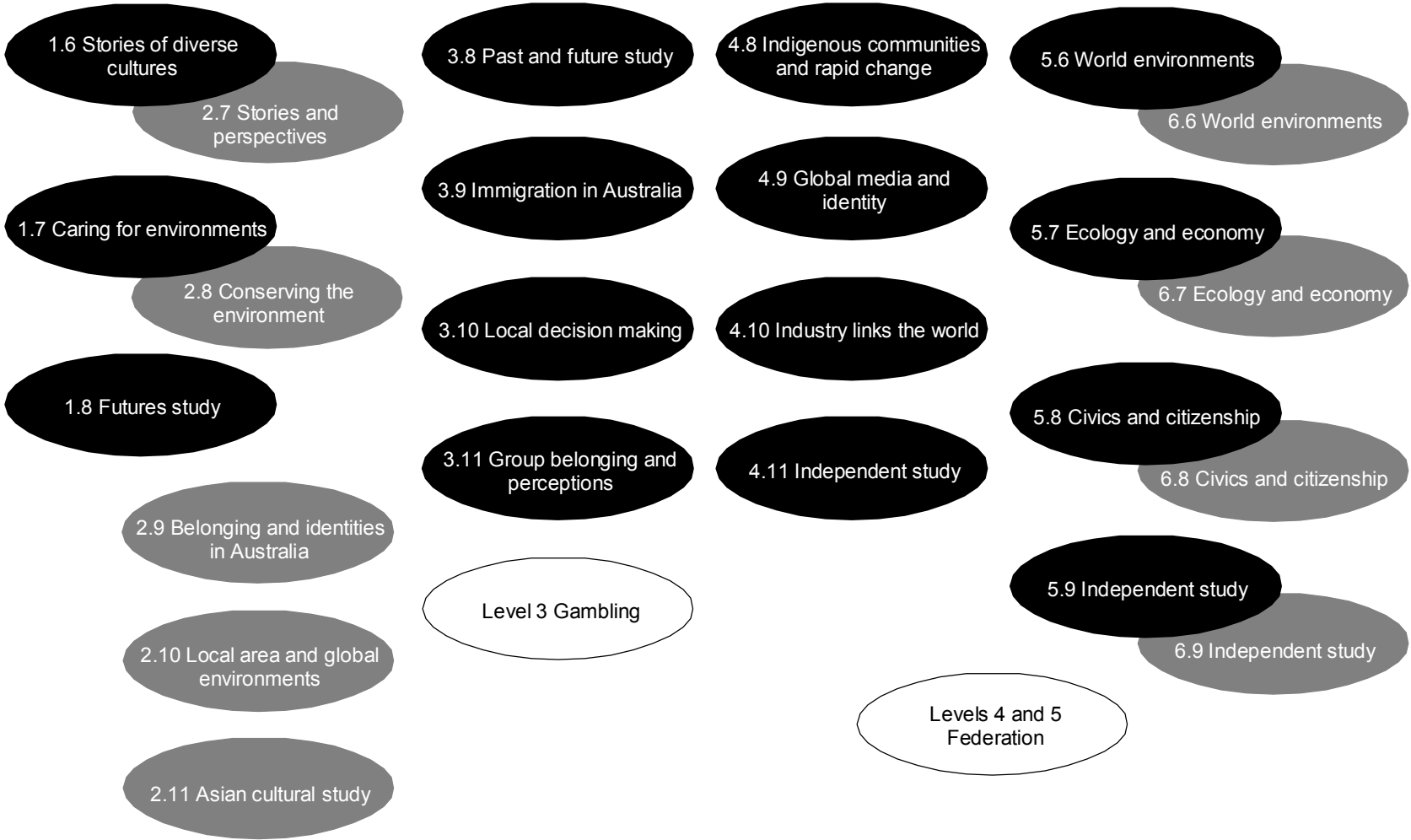
Appendix 2: continued

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

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

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

Appendix 3: continued



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

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

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

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



Level 2 modules description (continued)			TCC	PS	CI	SRP	Recommended duration of module — minimum hours
2.10	Local area and global environments	Students critically reflect upon the purposes, audiences and visual language features of different maps as they explore their place within their local area, Queensland and Australia.		2.1, 2.4			12
2.11	Asian cultural study	Students compare aspects of their life with those of children in an Asian culture to develop understandings about Asia and their own sense of belonging.	2.1		2.1, 2.3		12
Notes: There are multiple opportunities to demonstrate each learning outcome within and/or across the range of modules in this level. The recommended time allocations are an initial estimate of the minimum time needed to cover the core learning outcomes. Further SOSE time can be used to develop understandings associated with the Years 1 to 3 LOTE Guidelines.							115

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

Level 3 modules description (continued)		TCC	PS	CI	SRP	Recommended duration of module — minimum hours	
3.9	Immigration in Australia	Students participate in drama experiences and social inquiry to develop understandings of immigration in Australia, experiences of Australian immigrants over time and their contributions to Australia’s development.	3.2, 3.4, 3.5		3.1, 3.5	10	
3.10	Local decision making	Students participate in a relevant environmental study and structured decision-making processes to create a preferred vision of a place and then act on this.	3.3	3.2, 3.3, 3.5	3.3	12	
3.11	Group belonging and perceptions	Students explore how group belonging shapes personal identity. They investigate changing attitudes to women in Australia over time and then undertake a cooperative project to promote a peaceful future in their local environment.			3.2, 3.3, 3.5	3.3	8
Notes: There are multiple opportunities to demonstrate each learning outcome within and/or across the range of modules in this level. The recommended time allocations are an initial estimate of the minimum time needed to cover the core learning outcomes.						120	

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

Level 4 modules description (continued)			TCC	PS	CI	SRP	Recommended duration of module — minimum hours
4.9	Global media and identity	Students explore the range of groups to which they belong and reflect on how cultural aspects of these groups, including the media, affect personal attitudes and behaviour.	4.2		4.2, 4.3, 4.5		10
4.10	Industry links the world	Students use social investigation of personal consumerism to develop understanding and actions related to globalisation, economic/ecological interdependence and social justice.		4.1, 4.4		4.1, 4.5	10
4.11	Independent study	Students negotiate a guided independent study based on a community social issue, using a social inquiry approach.	4.1, 4.3, 4.4, 4.5		4.5		10
Notes: There are multiple opportunities to demonstrate each learning outcome within and/or across the range of modules in this level. The recommended time allocations are an initial estimate of the minimum time needed to cover the core learning outcomes.							120

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

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

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

## Appendix 5: Contributors and trial schools acknowledgments

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

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<i>Nominee</i>	<i>Organisation</i>
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Bert Beekhuizen (1999)	Education Queensland (special education nominee)
Terri Lipscombe (1997)	
Gary Butner (1997–1999)	Association of Independent Schools of Queensland Inc. (practising secondary nominee)
Tom Clarke (1997–1999)	Queensland Catholic Education Commission (practising secondary nominee)
Janine Gilmour (1999) Richard Dunlop (1997–1999)	Queensland School Curriculum Council (Chair)
Sue Greishaber (1998–1999)	Early Childhood Teachers' Association
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Wendy Allcorn (1999) Beth Belton (1997)	Education Queensland (distance education nominee)
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**Trial schools**

The valuable contributions of staff and students at the following trial schools are gratefully acknowledged:

Anglican Church Grammar School (East Brisbane)	Charters Towers School of Distance Education
Rockhampton Grammar School	Currumbin State School
St Hilda's School (Southport)	Dajarra State School (Mt Isa)
St Margaret's Anglican Girls' School (Brisbane)	Darling Heights State School
Sunshine Coast Grammar School	Hambledon State School (Cairns)
Trinity Anglican College (Cairns)	Kalkadoon State High School (Mt Isa)
Emmaus College (Rockhampton)	Kirwan State High School
Our Lady's College (Longreach)	Moresby State School
Shalom Catholic College (Bundaberg)	Mountain Creek State High School
St Augustine's College (Cairns)	Mt Gravatt State High School
St Brendan's College (Rockhampton)	Numinbah Valley Environmental Education Centre
St John's School (Roma)	Petrie State School
St Joseph's Primary School (Cairns)	Pomona State School (P-10)
St Laurence's College (South Brisbane)	Roma Middle School
St Mary's Primary (Bundaberg)	Rosedale P-12 Campus
St Peter's School (Rosedale)	Shailer Park State High School
St Peter Claver (Riverview)	Stanthorpe State High School
St Saviour's College (Toowoomba)	Tannum Sands State High School
Bajool State School	West End State School
Belmont State School	Woree State High School (Cairns)
Bundaberg Special School	Wulguru State School (Townsville)
Clontarf Beach State High School	