

Potentials of democracy: Civics and citizenship

Strand

Time, Continuity and Change
Culture and Identity
Systems, Resources and Power

Core learning outcomes

<i>Time, Continuity and Change</i>	TCC 6.1	Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.
<i>Culture and Identity</i>	CI 6.1	Students analyse the ways in which various societies inhibit or promote cultural diversity.
	CI 6.2	Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue.
<i>Systems, Resources and Power</i>	SRP 6.5	Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.

Purpose and overview

Students participate in activities that are designed to develop awareness of the dynamic nature of democracy, from past to contemporary practices. Activities develop understandings of democracy as an ideal and as a social construct. They assist students to think creatively about how to protect and promote democracies that are socially just in the way they treat people of different cultures. Students learn to analyse the ways various societies inhibit or promote cultural diversity. They also develop understandings about the diversity of contexts in which democracy occurs and explore ways that access to economic, political and legal power can be improved for those currently lacking such power. Opportunities exist in several activities to highlight the cross-curricular priorities of numeracy and a futures perspective.



Phases (Minimum time recommended: 10 hours)	Activities	Core learning outcomes	Assessment opportunities
1. Connecting with the topic (approximately 2 hours)	Democratic milestones Timeline of Australian democracy Slogans	TCC 6.1 CI 6.1	Observation of discussions. Short written responses such as political slogans.
2. Investigating democracy beyond government (approximately 1.5 hours)	Values for living Legislating fairness	CI 6.1 CI 6.2 SRP 6.5	Verbal or written point form summaries suggesting ways of improving access to power structures. Newspaper analysis in written or oral form.
3. Considering democracy within the school (approximately 1 hour)	Interviewing teachers and students Collating results	CI 6.1 SRP 6.5	Written submissions analysing the extent of school democracy and suggesting specific reforms. Diagrammatic representations and letters for advocating and participating in a democracy.
4. Assessing democracy in the workplace (approximately 1.5 hours)	Democracy for workers Democracy for unpaid workers	TCC 6.1 CI 6.1 SRP 6.5	Statistical analysis under test conditions to evaluate democratic aspects of culture.
5. Democracy and human rights (approximately 2.5 hours)	Categorising human rights Universal human rights Numbers and logic in democracies Argument and debates	TCC 6.1 CI 6.1 CI 6.2 SRP 6.5	Responses, including statistical analysis. Formal debate.
6. Information and communication technologies and the future of democracies (approximately 1.5 hours)	Carrying useful ideas into the future Ask the community Speak out	TCC 6.1 CI 6.1 CI 6.2 SRP 6.5	Development of a proposal for promoting a socially just response to a current issue. This involves use of information and communication technologies, as well as knowledge of democratic processes and human rights. Observation of discussions and submissions of analysis.

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Resource 3

A class test involving critical responses to statistical and other evidence could provide evidence of students' demonstrations of the outcomes. Resource 3 provides a template for the development of such a test, or 'focused analysis', but does not provide for multiple opportunities to demonstrate the outcomes. The proposal developed in Phase 6 may be used as a culminating assessment opportunity.

Assessing learning outcomes at different levels

Activities are designed primarily for students working towards demonstrations of Level 6 learning outcomes. Some assessment opportunities may be used to decide whether students are demonstrating the learning outcomes at levels before or after Level 6. To guide judgments about students' demonstrations of learning outcomes, consider whether students are:

- working towards demonstration of the Level 6 learning outcomes
- demonstrating the Level 6 learning outcomes
- demonstrating the Level 6 learning outcomes and working towards Beyond Level 6 learning outcomes.

Learning outcomes in the syllabus at Level 5 and Beyond Level 6 could provide a guide for teacher judgments. Studies of Society and Environment learning outcomes are organised so that there is a progression of concepts and processes within a strand. For example, the progression from SRP 5.5 to SRP 6.5, then SRP D6.5 involves increasing sophistication and complexity, particularly related to the concept of *access to power* and the process of *reflecting*, though neither of these is exclusive of other concepts and processes. The elaborations provide specific content examples of how the concepts and processes may be levelled from Level 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

Using this module

The following may need to be obtained in preparation for this module:

- multiple copies of current newspaper cuttings/Internet news site downloads of current events and/or recordings of relevant television news segments
- approval for students to interview other teachers about school democracy
- materials from human rights groups
- recent survey data from professional pollsters regarding political issues of the type described in Activity 15.

Phase 3 may be omitted or replaced with other activities. The other phases provide multiple opportunities to demonstrate the core learning outcomes.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

access	citizenship	legislation
advocacy	democracy	narrow casting
broadcasting	diversity	suffrage
charisma	human rights	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly in relation to social justice.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to identify groups who have been advantaged and disadvantaged by democracy in different times and places. The key value of democratic process is explored in activities that emphasise the importance of human rights.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council's website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 4: *Our rights: Origins of Australian democracy*
- Level 4: *Active citizens, Australian governments: Australia's democracy*
- Level 5: *Law and the media: Civics and citizenship*.

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Connecting with the topic

Core learning outcomes emphasis: TCC 6.1, CI 6.1

In this first phase, students revise democratic traditions in ways intended to motivate their interest in the potential benefits of democracy. Students recognise that democracy has taken different forms in different cultural contexts and learn to analyse simplistic political slogans.

Focus questions:

- Are there any messages from the past about what led to the development of democracy?
- Is it better for democracy to result from revolution or evolution?
- What are some of the fundamental benefits of a democracy?

Teaching considerations

It is important that as well as knowing about the historical development of democracy and democratic institutions, students can feel the injustice of undemocratic behaviour. Consider some role modelling of classroom democracy to introduce and provide motivation for this module. For example, unknown to the rest of the class, a student could be invited to be the monarch/dictator and to make rulings on what students may study. Allow this student to outline his/her plans for a few minutes and for the reality of this probably benevolent dictatorship to dawn on students and then discuss the advantages and disadvantages of proceeding in this way. Suggest an alternative where a designated student leader makes decisions about what will be learnt after consultation with a few other students. Students could meet in small groups and decide how many limitations are to be placed on the leader by those in the consultation group. This leader and the consultation group could then design several learning activities that would help all students to demonstrate the four selected core learning outcomes. They would also decide how demonstration of the outcomes could be assessed. The experience in classroom democracy could serve as an introduction to the following activities.

Activity 1 Democratic milestones

Describe three categories of leadership:

- leadership assigned by heredity
- leadership taken by force
- leadership by charisma, such as a shaman or a council of the wise.

Ask students to create a table that summarises the advantages and disadvantages of each. Remind them that all of these types of leadership still exist, so there must be some advantages in each.

Invite students to form small groups and compare viewpoints. Explain that there has been a gradual evolution in Australia from leadership based on heredity, force or personality toward leadership based on election by the majority of citizens. Ask students to list some advantages and disadvantages of democratic leadership. Discuss responses.

Support materials and references

Examine extracts from texts that provide definitions of citizenship at different times (such as Kenman 2000, Alexander & Rouen 1999). Evaluate some of these definitions and demonstrate how they reflect the culture in which they were constructed (TCC 6.1). For example, definitions from ancient Greece could be evaluated for how they excluded women and slaves. Australian definitions of citizenship between 1902 and the 1960s could be evaluated to highlight the omission of Indigenous Australians. During these discussions (that provide opportunities to collect evidence of demonstrations of TCC 6.1), ensure that the key values of democratic process and social justice are referred to. Relevant resources can also be found in the *Discovering Democracy* materials.

Activity 2 Timeline of Australian democracy

Explain to students that they are to create a timeline of ‘important’ events related to the evolution of Australian democracy and emphasise that democracy is an evolving process. Discuss the inclusion of events such as the creation of the first representative parliaments, the secret vote, Federation, and male, female and Indigenous suffrage, but provide little additional indication of what might be meant by ‘important’ events. Ask students what other events they could include in their timelines and mention some relatively recent controversial issues related to democracy, such as the abolition of military conscription.

Support materials and references

Provide sections of or complete timelines from various sources — for example, from *1901 and All That: A Federation Resource Kit* (National Archives of Australia 2000) or websites such as the Commonwealth of Australia’s *Documenting a Democracy — Australia’s Story*. Ask students to construct individually their own timelines, preferably using spreadsheets or electronic tables that can be easily sorted and shared. Their timelines should include the following columns: date, event, rank order of importance for democracy and slogan. Explain that the ‘slogan’ column is to be left blank for now.

Invite students to exchange timelines with another student. Students find events that they hadn’t included on their timeline and if they agree that they are important events, they add them to their own timeline and re-sort it into chronological order. Another round of exchanges can occur. Students then form small groups and discuss their ranking of the events, making adjustments as necessary. Explain that the remaining phases will help clarify appropriate events and rank orderings.

Activity 3 Slogans

Explain that slogans have a long history of being used as tools of political propaganda because they condense longer messages. Point out that they usually present only one side of the issue. Ask students to explain what some slogans may have been about. Use your own favourites or consider these:

- down with licences
- White Australia
- taxpayers demand a voice
- populate or perish
- one nation, one leader
- Multicultural Australia — yes!
- women’s liberation.

Current political slogans from a range of viewpoints could be used as other examples of condensed messages. These could be displayed and students invited to interpret them. The emphasis should be on how slogans reflect the culture in which they were constructed and are a tool of propaganda and not necessarily a source of factual information.

Once students are familiar with the concept, ask them to write slogans that would have been appropriate in pre-democratic times, such as medieval Europe. These slogans should be about pre-democratic practices, such as supporting absolute monarchs or dictators, but students should be advised not to be offensive with their slogans. A brief explanatory caption could be provided next to each slogan. Students compare the slogans that have been written and display the ones they think communicate the most effectively as posters or in another format under the heading ‘pre-democratic slogans’. This exercise should help students to clarify assumptions about democracy that they may have held. It could also prepare them for a short written assessment exercise where they respond to some genuine historical slogans and evaluate them for what they may reflect of the culture in which they were constructed (TCC 6.1).

Ask students to return to their timelines and add an appropriate slogan for each entry. This should help clarify the relationship between slogans and values. Ask students to explain their decisions. This may provide opportunities for students to analyse the way current or past slogans inhibit or promote cultural diversity and provide opportunities to assess CI 6.1.

Phase 2 Investigating democracy beyond government

Core learning outcomes emphasis: CI 6.1, CI 6.2, SRP 6.5

In this phase, students are assisted to recognise that while parliamentary forms of democracy are crucial, democracy itself extends beyond institutions. Democracy may not always be practised, but needs to be understood if analysis of current events is to occur and proposals to create more socially just responses are to be democratic.

The values for living that are introduced in this phase may help explain why members of Australian society behave as they do and the consequences of behaving outside agreed values. Statements of values for living already exist in many forms and could be utilised with students. These may be extracted from school policies and community statements.

Focus questions:

- What are some key values that support democratic structures and processes?
- What is an anti-discrimination law?
- Apart from law, what causes people to treat each other fairly?

Teaching considerations

Focus on a particular facet of anti-discrimination legislation that is appropriate to your context and refer to it throughout this phase.

Activity 4 Values for living

Resource 1

Students consider values that underpin democratic life (Resource 1). Refer to the descriptions of values provided in the syllabus or sourcebook guidelines to assist students. While students complete Resource 1, make a list of groups that may have limited access to democratic procedures.

When students have completed Resource 1, explain your list of groups with limited access to economic, political and legal power processes to the class and refer to the definition of social justice in the syllabus. Ask students to apply their understandings of social justice and democratic process to suggest ways of improving access to economic, political and legal power for these groups (SRP 6.5). These suggestions could take several forms, including verbal or brief point-form summaries.

Activity 5 Legislating fairness

Teaching consideration

This activity requires information about current events. This could be in the form of newspaper cuttings, downloads from Internet news sites and/or taped segments of television news programs.

Many students may have already demonstrated understandings associated with the democratic process referred to in SRP 6.5. Core learning outcomes that are likely to have assisted the development of this understanding include SRP 3.3, SRP 3.4, SRP 4.3, SRP 5.4 and CI 5.4.

Support materials and references

If necessary, use textbooks and resources such as the *Discovering Democracy* materials to revise briefly key principles of democracy and the processes for making federal laws in Australia. Outline the basic sequence:

- need for a new law recognised
- legislation drafted
- Bill presented to House of Representatives or Senate and read three times
- if accepted by both Houses, the Bill is signed by the Governor-General and becomes law.

Emphasise that although it is difficult to legislate for fair treatment of people, discrimination, in all its forms, is contrary to democracy. Use a current anti-discrimination law as an example. Explain, perhaps by reference to a current school or community issue or to relevant sections of textbooks, that it is not always the courts that enforce these laws for there are many other decision-making bodies. Distribute recent

newspaper or Internet articles about discrimination or watch television reports. Explain that the people referred to in these reports and/or the journalists may not have perceived some cultures in socially just ways. Cultures in this context could be based on race, ethnicity, gender, social class, age, location or some other common characteristic. Ask students to analyse individually an article to decide if cases of discrimination exist. Discuss the basis of their decisions. Ask them how legislation and democratic process could prevent this discrimination in future. Remind students of some socially just and some socially unjust responses, then ask them to consider whether their suggested preventative measures are socially just. Individuals or groups could submit written responses or offer oral explanations of their newspaper analysis as evidence of demonstrations of CI 6.1 and CI 6.2.

Phase 3 Considering democracy within the school

Core learning outcomes emphasis: CI 6.1, SRP 6.5

Students reflect on the extent of democracy in their school and the democratic process of collating representative results.

Focus questions:

- Does the level of democracy depend upon the institution or circumstance?
- How democratic should a school be?
- Is everyone equally capable of making good decisions?
- How can we collect results that reflect the views of many different people?

Teaching considerations

Students observe practices of democracy in a familiar setting. Documents such as school rules and policies on social justice need to be obtained so that students can analyse how they can change or maintain cultural cohesion and diversity. Opportunities could be organised for some students to observe and possibly participate in school decision-making bodies such as parents and citizens groups and the school council. Their observations could be shared and may assist the development of understandings about how resources and power are distributed on a school-wide basis.

Activity 6 Interviewing teachers and students

Divide the class into two groups: one to interview teachers and one to interview other students about the extent to which they think the school is a democracy. Discuss whether it is more efficient and democratic to formulate interview questions in groups or to formulate them individually and then share them with the group. Allow students to make and then enact the decision.

As students begin to build their interview questions, provide suggestions such as:

- Review core learning outcomes CI 6.1 and SRP 6.5, and clarify the purpose of these interviews.
- Refer to records that have been kept from previous activities when you construct your questions.
- Questions should elicit viewpoints about democracy in this and other schools.
- Construct about ten questions.
- Form pairs to ask the questions: have one person ask the questions and the other record the answers.
- Make sure your group interviews a range of teachers and students and that it doesn't interview the same person twice.
- Arrange times for interviews, and clarify in advance its main purpose and how long the interview might take.
- Ask permission if you wish to use a tape recorder.
- Choose a quiet location for the interview.
- At the conclusion of the interview, thank people for their cooperation.

Check that questions relate to institutional rather than personal behaviours. If necessary, reconsider the elaborations of core learning outcomes in the sourcebook guidelines and make sure that questions are pertinent. They should relate to the ways cultural diversity is inhibited or promoted by schools as societies (CI 6.1) or to ideas interviewees may have about improving access to political power (SRP 6.5). Political power in a school setting may refer to a range of decision-making powers, from those

related to school uniforms and curriculum to those related to discipline. The interview process will help students recognise the constraints that decision makers within their school are under and why democratic decision-making may not always occur. It should help clarify the checks and balances that apply to everyone in a democracy.

Activity 7 Collating results

Students collate the answers to their questions, taking particular note of common answers. An overall summary is created and submitted by each group. The task of creating these submissions could be given to several students to provide opportunities to demonstrate CI 6.1 and/or SRP 6.5.

Edit and return submissions or publish them on an intranet. During the editing, compare the ways students and teachers perceive issues and keep a record of your conclusions. Take particular note of how issues associated with economic, legal and decision-making political power are reflected. Ask students to complete a similar analysis and then lead a discussion during which their conclusions are compared with your own. During the discussion, differentiate between how economic, political and legal power operate in a school. Record a list of ideas that students may have for improving access to these powers and publish this list.

Students may want to apply their advocacy skills — for example, by writing letters to the principal suggesting ways of making the school more democratic. Other students could construct a diagram that summarises how the democratic society of their school inhibits or promotes cultural diversity (CI 6.1). Beneath their diagrams, students could suggest ways of improving access to economic, political and legal power in the school based on the understandings of social justice and democratic process (SRP 6.5).

Briefly revise, reiterate and deepen the understandings of representative government structures that students have demonstrated during learning outcomes such as SRP 4.3, SRP 5.4 and SRP 5.5. An annotated diagram showing how the law-making processes of the Australian parliament promote cultural diversity could be displayed with the student diagrams describing their school processes.

Phase 4 Assessing democracy in the workplace

Core learning outcomes emphasis: TCC 6.1, CI 6.1, SRP 6.5

This phase acknowledges the contributions trade unions have made to Australian industrial democracy and also examines the extent to which that democracy has provided equality of opportunities for males and females.

Focus questions:

- When and how did ideas about minimum wages and maximum hours of work arise?
- What does a comparison of evidence reveal about trends in social justice and democratic process?
- Has the development of democracy in the workplace applied equally to men and women?

Teaching considerations

Textbook extracts are ideal for supporting the activities in this phase. Learning outcomes TCC 6.1 and CI 6.1 are modelled in the first activity and opportunities are provided for students to demonstrate these in the second activity.

Activity 8 Democracy for workers

Provide students with information about the growth of trade unions in Australia (available, for example, in Kenman 2000 and McCauley, Brown & Mills 2001). Focus on an explanation of the growth of collective worker groups, the significance of the eight-hour day campaign in the nineteenth century and the Harvester (minimum wage) Judgment of 1907. Model an evaluation of evidence from the past to demonstrate how such evidence reflects the culture in which it was constructed (TCC 6.1). Explain how past cultures would be judged by today's values of social justice and democratic process. Emphasise that these values continue to evolve. Provide students with a current statement by an elected politician or industrial representative or a summary of new industrial laws. Ask students to

Support materials and references

analyse such sources for what they reveal about attitudes towards trade unions today, whether they seem to have changed since the 1890s and whether there is more or less social justice and democratic process in workplaces today.

During this discussion, shift the focus to whether trade unionism has been inclusive, particularly in regard to the paid and unpaid work of women. This could provide the background for the next activity which focuses on women and the union movement.

Activity 9 Democracy for unpaid workers

The average female wage in Australia has traditionally been lower than the average male wage. In addition, women have traditionally completed most of the unpaid work around the home. Locate current and historical statistics on female work and provide them to students. These statistics could be analysed under test conditions for what they reveal about the culture of the time and how Australian society inhibited diversity in the past (TCC 6.1, CI 6.1). Modelling of statistical analysis to reveal values occurs in Activity 12.

Students who have not yet demonstrated SRP 6.5 could be asked to apply understandings of social justice and democratic process to suggest, on tape or in writing, ways of improving access to economic and political power for women today.

Phase 5 Democracy and human rights

Core learning outcomes emphasis: TCC 6.1, CI 6.1, CI 6.2, SRP 6.5

This phase explores the key value of social justice and the concept of human rights.

Focus questions:

- What are human rights?
- What human rights apply to everyone?
- Do more Australians have their human rights protected today than in the past?
- What do statistics tell us about trends in human rights in the democracy of Australia?

Teaching considerations

If a debate (Activity 13) is not conducted, ensure that discussions stress that democracies need to balance counting the votes accurately with listening to people. The terms quantitative and qualitative evidence could be introduced.

Activity 10 Categorising human rights

Resource 2

Distribute Resource 2 and explain the categories. Provide a range of materials from organisations that work to advance protection of human rights and ask students to list the rights they encounter into the categories provided in the first column.

Invite students to analyse their categorised list of rights and to speculate about groups who may not have access to these rights. Students add these groups to the second column. Distribute relevant textbook extracts (such as chapter 3 of Kenman 2000) and ask students to use this information to amend their list and add any additional groups. Ask students to recall anything in the text they have just read that may reveal *how* human rights are protected in democracies. Discuss their points and refer to ways of protecting human rights that may have been identified in previous activities. Ask students to summarise the discussion by completing the third column.

Activity 11 Universal human rights

Remind students that human rights are always being contested and that definitions of rights and democracy have changed over time. Encourage students to consider whether it is still worth trying to define democracy and human rights or at least trying to increase our understanding of them. This is an opportunity to clarify that comparing how rights are reflected in different cultures can result in a deeper understanding of them (TCC 6.1) even though there are many, sometimes conflicting, views on what constitutes 'rights', and accounts from the past may reflect the culture in which they were constructed. At the simplest level, some degree of universal definition may be said to exist where different cultures have protected very similar human rights. (Refer to the Human Rights and Equal Opportunity Commission, Australia and the United Nations' Declaration of Human Rights.) To further clarify the meaning of human rights, provide specific evidence from the past —

for example, extracts from laws or statements by political leaders about slavery in ancient Rome, voting rights in nineteenth-century Britain, minority rights in Nazi Germany, immigration policy in early twentieth-century Australia or equal pay for equal work from the campaigns of Australian women in the 1960s. Use the evidence from the past to promote more dispassionate discussions than may occur with discussions of current events. Stress that the evidence reflects human rights at a point in time. Make sure students appreciate that what may be taken for granted as rights, if desired by enough people, may change in the future. In 2001, for example, the Australian Catholic University decided that its non-academic female staff had the right to extended paid maternity leave. This was not widely seen as a human right in Australia, but if sufficient lobbying occurred the situation may be changed. Ensure students understand that antiquated ideas have sometimes continued well past the time when most people considered them useful or relevant and we need to avoid doing this in the future. However, deciding what to discard is always difficult and requires extensive debate.

Activity 12 Numbers and logic in democracies

Make sure students understand that a group that represents the wishes of the majority of citizens will form government in a democracy. A candidate who is not preferred by the majority of voters will not be elected and will not be able to influence decisions. If a proposal is not widely supported, it is unlikely to become law. In a democracy, the 'numbers game' is very important. Statistics can be used to persuade voters, but so can logic and emotions. Explain that you are going to model how statistical evidence related to democracy can be evaluated to find out what it reflects about the culture in which it was constructed (TCC 6.1).

Provide some statistical evidence from the past. This will contribute to the cross-curricular priority of numeracy. Consider using tables or graphs — for example, provide pie graphs showing fluctuations in how much of the federal government's budget has been devoted to welfare and defence since 1945. Explain how pie graphs are constructed. Use the graphs showing federal budgets over time as an 'account' of the past (TCC 6.1). These graphs will show that almost 50% of the budget was devoted to defence in 1945, but that this has gradually fallen, while the percentage devoted to welfare has risen. This reflects a culture that had been at war, but could gradually afford to support its poorer citizens. It also reflects a culture where citizens were prepared to accept that taxation was one way of sharing welfare more evenly among the population.

Assessment Resource 3

Students use your modelling and what they have learnt from previous discussions to demonstrate TCC 6.1 by creating a response to evidence test that explores different historical statistical data. This could be a pie chart or graph. If the model you provided was different, it could be visual or written evidence. The test could require students to evaluate this evidence and demonstrate how it reflects the culture in which it was constructed (TCC 6.1). The test could also require students to refer to other societies explored in this and previous activities and to demonstrate CI 6.1, CI 6.2 and SRP 6.5. A template to guide the creation of such a test is provided as Resource 3.

Activity 13 Argument and debates

There are many disputes over what are and what are not violations of human rights. Possibly none attracts more emotional debate than capital punishment. An assessment opportunity could be created by asking students to prepare a debate about whether the state has the right to take life by a judicial decision. The class could be split into two groups (for and against) and each student could be required to make a link between the case they are making and one of the core learning outcomes emphasised in this module. Students listen critically to each speaker and grade their persuasiveness and the extent to which they demonstrated a learning outcome by awarding points from 1 to 3. Counsel students to award points on the argument rather than the personality of the speaker, then collect their decisions and consider them in conjunction with your own decisions. A points tally could be created and its validity for deciding the winning team discussed. An issue in the discussion could be whether a winning team is more than the sum of its parts. Students may have completed other activities that prepare them to demonstrate these outcomes. For example, the sourcebook module *Industrial Revolution: Societies and change* explores the learning outcome SRP 5.5 and how the value of social justice can be used to suggest ways of preventing the exploitation of child labour in future.

Phase 6 Information and communication technologies and the future of democracies

Core learning outcomes emphasis: TCC 6.1, CI 6.1, CI 6.2, SRP 6.5

In this phase, students learn about some of the challenges and potentials that information and communication technologies offer democracies. Social justice issues associated with unequal global access to technologies are juxtaposed with benefits such as more choice through narrow casting rather than broadcasting. The potential of using new information and communication technologies to involve more people in decision-making processes is explored and students make decisions about how these technologies could be used to improve access to power for various groups. Barriers that information and communication technologies impose on various groups of people will also be identified and critiqued.

Focus questions:

- Should we support the use of information and communication technologies to allow us to regularly vote on issues?
- To what extent do we view the future as if it has already been decided?
- How do we protect democracy?
- Who has access to information and communication technologies and political and economic power?
- What issues are currently being discussed in democracies?
- How can we use information and communication technologies to develop a proposal about how to help in a current democratic issue?

Teaching considerations

Activities encourage students to consider potentials and to decide on aspects of democracy that should be kept, aspects that need modifying and aspects that need discarding. The underlying messages include 'the future is what we make it' and 'democracy is a precious commodity that we need to protect while we refine it'.

Activity 14 Carrying useful ideas into the future

Ask students to individually record the connections they think may exist between information and communication technologies and democratic process in the future. Collect the anonymous pages and read some of the ideas to the class; consider displaying some of the most interesting ones. Discuss the way the culture we live in influences our ideas about how information and communication technologies may be used in future democracies. Explain that this work could provide someone in the future with evidence about the culture in which it was constructed.

Explain that the evidence from the past being explored concerns both information and communication technologies and ways of thinking about information and communication technologies, and explores how both the thinking and the technologies can influence democracy. As a metaphor, provide an appropriate evaluation of some technological evidence. For example, evaluate the evidence that Volkswagens produced during the 1960s had running boards. If possible, provide a photograph. Ask students what this might reveal about the culture in which it was constructed. Discuss and then explain that the first motor vehicles were based on horsedrawn vehicles which had large wheels and running boards. Early cars also had large wheels and running boards which were needed to enable the driver to step into the car. By the 1960s, running boards had lost their function. Their continued use perhaps reflects a culture that was subconsciously looking backward rather than forward. It was a culture that was perhaps not coping well with the pace of change! In the design of cars, at least, useful ideas were not being carried forward.

Ask students to suggest some current democratic practices that may be becoming less relevant. During the discussion, introduce topics such as:

- the voting age: should it be lowered to 16?
- three levels of government: should we abolish the states?
- three-year terms for Australian federal parliament: should they be four-year terms?
- referendums: should citizens be able to make regular use of information and communication technologies so that they can vote on issues?
- nationalism: should we be able to vote for regional parliaments — for example, in Asian and Pacific countries?

Students should submit their analysis of what the current practices reveal about the culture that created them. Student demonstrations of core learning outcomes could also occur during discussions.

Provide students with information about the approximate percentage of people globally who do not have access to telephones or the Internet. Describe some consequences of a world divided into the information rich and the information poor. Ask students if this is acceptable and introduce information about how global wealth could be better shared. Compare the amount of foreign aid provided by the Australian government and other governments. To aid comparisons, provide this as percentages of gross domestic product.

Activity 15 Ask the community

Ask students how they might use the telephone or the Internet to ask Australian communities for ideas about how information and communication technologies could be used in the area of democratic process in the future. Discuss which groups of people might/would be marginalised by such processes and what could be done about it. If possible, act on these suggestions. For example, students could design an interactive web page to collect ideas and/or conduct surveys and interviews as an extension activity. Alternatively, existing statistics polled by various organisations could be used.

Use the existing statistics or student-collected data to identify the extent to which respondents feel they have:

- enough say in political decisions
- sufficient access to their local, state and federal politicians
- opportunities to stand for elected office
- the ability to influence wages, supermarket prices or other economic factors that affect them
- a preference for media that broadcasts to a mass audience or to niche audiences, as is possible with the Internet.

Open-ended questions could be asked about how access to political and economic power could be improved. Results of both forms of data collection could be analysed, percentages calculated and numeracy enhanced.

Create definitions of social justice and democratic process from the syllabus and distribute them. Students can translate these into their own words and incorporate their own understandings. In small groups, students could apply understandings of social justice and democratic process and use survey results to suggest ways of improving access to economic, political and legal power. This would provide opportunities for them to demonstrate SRP 6.5.

Activity 16 Speak out

Support materials and references

Students use information and communication technologies, knowledge of democratic process and human rights to develop proposals for promoting a socially just response to a current issue. To do this they:

- make connections between issues that have been identified in earlier activities and a current issue
- select a current issue that involves perceptions of other cultures and is appropriate for demonstrating CI 6.2
- gather a range of views on this issue, perhaps from visiting speakers, but especially from websites — for example, Biopolitics International Organisation and Speakout.

Students' proposals could be published on the Internet and used in conjunction with successive topics in Studies of Society and Environment and/or other key learning areas. They may provide opportunities for demonstrations of learning outcome CI 6.2.

Values for democratic living**Resource 1****Tasks**

1. Imagine that people had to live by their shared values rather than laws. These values would provide the order necessary for people to live together. List several values that would be necessary for democratic living in the second column of the table.

Aspect of life	Values for living
School	
Personal	
Interpersonal	
Property	
Environmental	
Sport	
Work (paid or unpaid)	

2. Compare your conclusions with another student's and then with a larger group. Make adjustments where necessary so that there is a consensus in your group. Consider what would need to be done for these values to be followed — for example, voting.

Human rights for Australians

Resource 2

Categories of human rights (refer to the Human Rights and Equal Opportunity Commission Australia)	Groups who may not have access to these rights	Democratic ways of protecting rights
Civil and political rights		
Economic, social and cultural rights		
Humanitarian rights		
Other rights by group		

Response to evidence test

Resource 3

Note: Template only — square-bracketed sections do not need to be provided to students.

Student name:

Time:

Conditions: (e.g. open/closed book, evidence cited before the test)

Core learning outcomes	Questions	Comments
<p>TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.</p> <p>[This learning outcome may be demonstrated when students:</p> <ul style="list-style-type: none"> – accurately comprehend the graph – base their conclusions about culture on the graph – infer logically from the evidence – distinguish between the requirements of questions 1 and 2 – indicate that they made judgments about the reliability and/or representativeness of evidence when evaluating it.] 	1 & 2	
<p>CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity.</p> <p>[This learning outcome may be demonstrated when students:</p> <ul style="list-style-type: none"> – present factually accurate descriptions – use concepts accurately.] 	3b & 4	
<p>CI 6.2 Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue.</p> <p>[This learning outcome may be demonstrated when students:</p> <ul style="list-style-type: none"> – present factually accurate descriptions – provide plausible possibilities.] 	3a & 3c	
<p>SRP 6.5 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.</p> <p>[This learning outcome may be demonstrated when students:</p> <ul style="list-style-type: none"> – identify plausible cultures and groups.] 	5	

Response to evidence test (continued)

Resource 3

1. In point form, list some ways another society has inhibited or promoted cultural diversity.
2. (a) A group in one of the cultures or societies you described is likely to need more access to economic and political power. In the following table, name that culture or society and that group.

Culture or society	Group needing more access to power

- (b) There are many ways of improving access to economic and political power for this group, but they are not all democratic or socially just. Circle which of the following is most likely to be both socially just and democratic.
- (i) a decision made by a leader to allocate a separate area for a group to live in
 - (ii) a society acting upon a referendum that supports lowering the legal age of adulthood
 - (iii) the Attorney-General deciding to reduce the amount of legal aid available to twice-divorced couples
 - (iv) the Governor-General deciding that only people who complete an application in English will be eligible for unemployment benefits.
- (c) Briefly justify your choice.

Note: A graph is to be provided for the following questions. For example:

- a pie graph showing the percentage of legal aid applications for three different forms of cases: family, criminal and civil
- a bar graph categorising areas of the Queensland Government’s expenditure for a particular year
- a bar graph showing the percentage of the population supporting a republic in Australia over a period of time
- a pie graph showing the Australian Aid Program over a period of time.

Ensure the graph has the year/s included. Sources include the Australian Bureau of Statistics and textbooks such as Kenman 2000 pp. 149, 108 and Alexander & Rouen 1999, p. 39.]

3. This graph describes a period of time in Australia’s past. What does it reveal about some key values or ideals during this time?
4. (a) When was this graph constructed?
(b) What does this graph reflect about the culture in which it was constructed? For example, what does it reveal about some key values or ideals during this time?
5. (a) In one or two lines, describe a current event you have studied recently that concerned how a culture (A) was seen by some people (B) who live in a different culture.
(b) Does the culture that the people (B) live in generally inhibit or promote cultural diversity? List some points to support your answer.
(c) How could the people (B) be encouraged to see the culture (A) in more socially just ways? Justify your answer.

Support materials and references

Alexander, D. & Rouen, M. 1999, *SOSE for Queensland Book 1*, Heinemann, Port Melbourne, Vic.

Australian Electoral Commission 1997, *Electoral Education*, AGPS, Canberra.

Bradshaw, Y.W. & Wallace, M. 1996, *Global Inequalities*, Pine Forge Press, Thousand Oaks, California.

Chea, P. & Robbins, B. 1998, *Cosmopolitics*, University of Minnesota Press, Minneapolis.

Department of Education, Training and Youth Affairs 1998, *Discovering Democracy*, Curriculum Corporation, Melbourne.

Falk, R. 1995, *On Humane Governance*, Polity Press, Cambridge, UK.

Held, D. 1996, *Models of Democracy* (second edition), Polity Press, Cambridge, UK.

Kenman, S. 2000, *SOSE Civics for Queensland*, Jacaranda, Milton, Qld.

Kennedy, K. (ed.) 1997, *Citizenship Education and the Modern State*, Falmer Press, London.

Kymlicka, W. 1997, *Multicultural Citizenship*, Clarendon Press, Oxford, UK.

McCauley, D., Brown, P. & Mills, M. 2001, *SOSE for Queensland 2*, Jacaranda, Milton, Qld.

McGarvie, R. 1999, *Democracy: Choosing Australia's Republic*, Melbourne University Press, Carlton, Vic.

McGrew, A. (ed.) 1997, *The Transformation of Democracy?*, Polity Press, Cambridge, UK.

National Archives of Australia 2000, *1901 and All That: A Federation Resource Kit*, The Archives, Canberra.

Sandel, M. 1996, *Democracy's Discontent: America in Search of a Public Philosophy*, Harvard University Press, Cambridge, Massachusetts.

Websites

(All websites listed were accessed in April 2002.)

Amnesty International. www.amnesty.org/

Association for Union Democracy. www.uniondemocracy.com/

Australian Bureau of Statistics. www.abs.gov.au

Australian Clearinghouse for Youth Studies. <http://www.acys.utas.edu.au>

Biopolitics International Organisation. business.hol.gr/~bio/

Center for Democracy and Technology. www.cdt.org/
Aims to promote democratic values and American constitutional liberties in the digital age.

Center for Media and Democracy. www.prwatch.org/
Privately funded by individuals and non-profit organisations to oversee public relations.

Committee for Direct Democracy. www.dawnpisturino.com/
Reflects the enthusiasm for referendums.

Commonwealth of Australia 2000, *Documenting a Democracy — Australia's Story*.
www.foundingdocs.gov.au/timeline/index.htm

Democracy Forum. www.democracyforum.org.uk/
Provided by the Hansard Society of the UK to debate issues about parliamentary democracy.

Discovering Democracy. www.curriculum.edu.au/democracy/

Parliament @ Work. www.parliament.curriculum.edu.au

An interactive database of all state, territory and commonwealth members of parliament and electorates.

Parliament of Australia. www.aph.gov.au/

Information about the workings of Australia's Federal Government.

Queensland Parliament. www.parliament.qld.gov.au/

Information on Queensland's parliament, its history, functions and members.

Speakout. www.speakout.com/

The Foundation for Democracy in Africa. www.democracy-africa.org/

An NGO in Consultative Status with the Economic and Social Council of the United Nations.

United Nations — the Universal Declaration of Human Rights. www.un.org/Overview/rights.html

University of Kansas. busboy.sped.ukans.edu/~adams/sciquot.htm

Webster's World of Cultural Democracy. www.wgcd.org/

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

ISBN 0 7345 2310 6

© The State of Queensland (The Office of the Queensland School Curriculum Council) June 2002

Queensland schools are permitted to make multiple copies of this sourcebook module without infringing copyright provided the number of copies does not exceed the amount reasonably required for teaching purposes in any one school. Copying for any other purposes except for purposes permitted by the Australian *Copyright Act 1968* is prohibited.

Every reasonable effort has been made to obtain permission to use copyright material in all sourcebook modules. We would be pleased to hear from any copyright holder who has been omitted.

The State of Queensland and the Queensland School Curriculum Council make no statements, representations, or warranties about the accuracy, quality, adequacy or completeness of, and users should not rely on, any information contained in this module.

The State of Queensland and the Queensland School Curriculum Council disclaim all responsibility and liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs whatsoever (including consequential loss) users might incur to person or property as a result of use of the information or the information being inaccurate, inadequate, or incomplete.

In July 2002, the Queensland School Curriculum Council amalgamated with the Queensland Board of Senior Secondary School Studies and the Tertiary Entrance Procedures Authority to form the Queensland Studies Authority. All inquiries regarding this module should be directed to:

Queensland Studies Authority, PO Box 307, Spring Hill, Q 4004, Australia
Ground Floor, 295 Ann Street, Brisbane

Telephone: (07) 3864 0299

Facsimile: (07) 3221 2553

Website: www.qsa.qld.edu.au

Email: inquiries@qsa.qld.edu.au
