

# Governments and citizens: Independent study

## Strand

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

## Core learning outcomes

<i>Time, Continuity and Change</i>	<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>TCC 6.5</b>	Students develop criteria-based judgments about the ethical behaviour of people in the past.
<i>Place and Space</i>	<b>PS 6.3</b>	Students initiate and undertake an environmental action research project based on fieldwork.
	<b>PS 6.5</b>	Students make clear links between their values of peace and sustainability and their preferred vision of a place.
<i>Culture and Identity</i>	<b>CI 6.1</b>	Students analyse the ways in which various societies inhibit or promote cultural diversity.
<i>Systems, Resources and Power</i>	<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.

## Purpose and overview

This module models an investigation of a topic. Students negotiate their topics within a framework related to one of three political issues: waste management, cultural diversity or foreign aid. In each of these, the focus is on the extent that governments or citizens should be responsible for creating better futures. Students investigate past and present government policies and past and present citizens' responses to an issue of social or environmental concern.



Phases	Activities	Core learning outcomes	Assessment opportunities
<b>1. Investigating a political issue</b>	1. Motivate 2. Explore issues to identify links to core learning outcomes 3. Government and citizens' responsibilities 4. Continuing investigations 5. Reports	TCC 6.1 TCC 6.5 PS 6.3 PS 6.5 CI 6.1 SRP 6.5 and/or others as negotiated	Analysis of a current event. Structured discussions. Response to information during planning.
<b>2. Surveys and 'the facts'</b>	6. Surveys 7. Checking the facts	As above	Designing and administering a survey. Report drafts.
<b>3. Completing the research</b>	8. Reconsidering where we have been 9. Adding maps or other features to reports	As above	Final reports incorporating maps.
<b>4. Practical implications of the report</b>	10. Action 11. How did we go?	As above	Taking action.

## 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.

### *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 demonstrations 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 CI 5.1 to CI 6.1 then CI D6.1 involves increasing sophistication and complexity, particularly related to the concept of *cultural diversity* and the process of *investigating*, though neither of these is exclusive of other concepts and processes. The elaborations provide specific examples of how the concepts and processes may be levelled from Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

## Using this module

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Activities focus on a civics perspective, that of shared responsibilities between government and citizens. This perspective emphasises action and duty. It is a perspective that is complemented by an emphasis on developing understandings of inquiry processes. Activities encourage students to consider democratic processes as a balance between what a government does or should do for citizens and the civic responsibilities of citizens. Students should be encouraged to develop expectations of governments, citizens and themselves.

Three issues are suggested for inquiry, but these may be replaced with more current or local issues. Students should systematically investigate and decide what governments and citizens should do in relation to a particular issue. Issues may relate to:

- What are citizens' attitudes towards waste management? What local, state and Commonwealth government policies relate to this issue?
- What are citizens' attitudes towards cultural diversity? What local, state and Commonwealth government policies relate to this issue?
- What are citizens' attitudes towards foreign aid? What local, state and Commonwealth government policies relate to this issue?

*Inquiry Approaches in Secondary Studies of Society and Environment Key Learning Area*, available on the Queensland School Curriculum Council website, supports this module. This paper identifies approaches that involve students in actively constructing meaning, negotiating areas of interests, framing questions, locating resources, learning in a social context and taking action. Evidence to support conclusions in particular time and place contexts is essential. The Curriculum Corporation's *Discovering Democracy* materials may provide useful resources.

## Background information

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### Terminology

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

aid as a percentage of gross domestic product	democratic processes	personal identity
aid through trade	diversity	representativeness
altruism	marginalise	social justice
bilateral international relationships	migrants	sustainability
citizenship	multilateral international relationships	tied and untied aid
	peace	

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module, especially in relation to fieldwork.

## 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:

- reflect on values of democratic process, social justice and peace
- consider becoming active and informed citizens who will take actions on behalf of others.

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 website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

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

- Level 4/5: *The Federation of Australia: Federation*
- Level 5: *Adding value through inquiry: Independent study*.

### *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 Investigating a political issue

**Core learning outcomes emphasis:** TCC 6.1, TCC 6.5, PS 6.3, PS 6.5, CI 6.1, SRP 6.5.

In this phase students select a topic, sub-topic and specific core learning outcomes. Structured activities help students to begin some initial independent research.

**Focus questions:**

- Who should take responsibility for waste management?
- Who should take responsibility for ensuring people live peacefully together despite cultural diversity?
- Who should take responsibility for foreign aid?
- What topic might I like to study?

**Resources  
1 and 2**

### Activity 1 Motivate

Introduce the general issue of government responsibilities using a video of a recent event or a video created specifically for the purpose. Alternatively, use Resource 1 or 2. In discussions, raise possible government policies related to waste management, cultural diversity and foreign aid. Ask students to identify their responsibilities in each of these areas. Introduce a current event in each category. Divide students into three groups and assign a group to investigate:

- waste management
- cultural diversity
- foreign aid.

Ask each group to develop a table that identifies what governments are doing regarding the issue it is exploring. This table is reviewed in Activity 3.

### Activity 2 Explore issues to identify links to core learning outcomes

Provide relevant textbooks and/or access to the Internet and library. As students begin their investigations — for example, by exploring definitions of waste management, cultural diversity or foreign aid — suggest links to core learning outcomes that may be demonstrated. For example:

Issue	Outcomes that may be related
Waste management	TCC 6.5, PS 6.3, PS 6.5
Cultural diversity	TCC 6.5, CI 6.1, SRP 6.5
Foreign aid	TCC 6.1, TCC 6.5, PS 6.5

### Activity 3 Government and citizens' responsibilities

Ask students to use the information they have found to revise the table they created in Activity 1. Conduct a class discussion into responsibilities of governments and citizens. Make sure students are able to distinguish between moral responsibilities (or ethical responsibilities as in TCC 6.5) and legal responsibilities.

Model an analysis of a current news story that further illustrates the learning outcome TCC 6.5. Explain that the analysis could be applied to any other issue. Select a news story that explores, for example, waste management and a dispute over the level of government and citizen responsibility. Analyse the story using the following questions:

- Who are some key players in this dispute and what are their positions on the issue?
- Why do you think each group holds these positions?
- Are these positions ethical? On what basis?
- How likely is it that these key players would hold similar positions on other issues? Why is this? Does this make their actions more or less ethical?

- In relation to the selected event, do any of these major players appear to be more ethical than the others? What makes their priorities more ethical?
- What do the priorities of the major players appear to be? For example:

Politician (in government)	Politician (in opposition)	Citizen (involved in issue)	Citizen (not involved in issue)
<ul style="list-style-type: none"> <li>– appealing to the electorate</li> <li>– staying within budget</li> <li>– wanting to emphasise that the government can't and shouldn't try and do everything</li> </ul>	<ul style="list-style-type: none"> <li>– promoting their policies</li> <li>– scoring points by rejecting anything the government does</li> <li>– appealing to the electorate</li> </ul>	<ul style="list-style-type: none"> <li>– giving everyone a fair go</li> <li>– hearing all sides of a debate</li> <li>– social justice — helping other people</li> </ul>	<ul style="list-style-type: none"> <li>– blaming the government</li> <li>– everything except politics</li> </ul>

Students use these questions to explore their issue. They then use information already located to add some related sub-questions to their main question.

#### Activity 4 Continuing investigations

Assist students to continue the research begun in Activity 2. For example, the cultural diversity group may need help clarifying the term cultural diversity. Mention age, location, social class and ethnic differences. Explore students' understandings of the terms social justice and democratic process. The group investigating foreign aid may need assistance with terms such as tied and untied aid, aid as a percentage of gross domestic product (GDP), bilateral and multi-lateral arrangements and aid through trade.

#### Activity 5 Reports

Explain that each group is to answer their question in the form of a report, and that all reports need to clearly identify the core learning outcomes that are being demonstrated.

Discuss with each group the possible structures and sequences to use when developing their reports. Assist groups during their research. For example:

- Provide some fieldwork data related to waste management in a particular local environment such as the school. Demonstrate how students might use this data to initiate and undertake an environmental action research project. Refer to the Level 5 module *A question of balance: Australian environments* for ideas.
- Demonstrate how formal practices such as laws may promote cultural diversity and how informal practices such as the use of humour can promote or inhibit diversity. Invite a local politician to discuss how his/her party's policies promote or inhibit cultural diversity.
- Explain why it is ethical for Australians to contribute a higher percentage of GDP to foreign aid or provide students with details about websites that will enable them to identify such arguments.

**Phase 2 Surveys and ‘the facts’**

*Core learning outcomes emphasis: as negotiated*

*Focus questions:*

- Can you trust surveys? Why? Why not?
- How are surveys created?
- Have we got the facts covered?
- Who can help us complete our research?

**Activity 6 Surveys**

In groups, assist students to design surveys to find out what the community thinks about the issue they are exploring. The data collected could be compared with other evidence to help students recognise the difference between perceptions and verifiable facts.

Once the surveys have been constructed, administered and analysed, students could build their findings into their reports. Assist students to construct surveys that:

- contain qualitative and quantitative elements
- are designed by considering how the results will be interpreted
- offer respondents a scale on which to respond — for example, from strongly agree to strongly disagree
- are differentiated from interviews
- allow a diversity of voices to be heard.

Surveys require students to use statistics to make predictions, analyse changes and/or develop and test hypotheses. Quantitative data about foreign aid can be found on the Australian Bureau of Statistics (ABS) website and in Senior Economics textbooks.

Non-government aid organisations and Global Learning Centres may provide up-to-date information.

**Resource 3**

Distribute copies of Resource 3 and ask students to answer the questions. Discuss how to design surveys, analyse results and draw relevant conclusions from quantitative data.

**Activity 7 Checking the facts**

Discuss with each group whether sufficient content has been included in their reports. The following checklist may be useful. Ask students to consider people who may be able to provide more information. Invite these people to speak to the class.

Waste management	Cultural diversity	Foreign aid
<ul style="list-style-type: none"> <li>– consumerism</li> <li>– land rehabilitation</li> <li>– landfill methods of the past and present</li> <li>– leachate — its recovery and its potential impacts on catchments</li> <li>– methane production</li> <li>– the impact of noise, dust, odour and traffic (especially trucks)</li> <li>– the visual impact</li> <li>– packaging</li> <li>– population growth</li> <li>– recycling facilities</li> <li>– the benefits of a clay substratum and geological stability</li> <li>– the use of liners</li> <li>– waste transfer facilities</li> </ul>	<ul style="list-style-type: none"> <li>– adoption of policies on multiculturalism</li> <li>– assimilation</li> <li>– conservatism</li> <li>– cultural bridges</li> <li>– international links</li> <li>– lifestyles</li> <li>– marginalise</li> <li>– minority</li> <li>– multiculturalism in Australian society</li> <li>– nationalism</li> <li>– pluralism</li> <li>– popular/media description of the group</li> <li>– post-war migration</li> <li>– reconciliation</li> <li>– White Australia Policy</li> </ul>	<ul style="list-style-type: none"> <li>– administrative costs</li> <li>– budgets</li> <li>– cash crops</li> <li>– cooperation</li> <li>– corruption</li> <li>– developing nations</li> <li>– donors</li> <li>– elite</li> <li>– GNP (gross national product)</li> <li>– import duties</li> <li>– industrialised</li> <li>– inequitable</li> <li>– International Monetary Fund</li> <li>– loans</li> <li>– per capita income</li> <li>– recipients</li> <li>– technology transfer</li> <li>– World Bank</li> </ul>

## Phase 3 Completing the research

*Core learning outcomes emphasis: as negotiated*

Students review the stages of inquiry they have worked through and incorporate maps and other visual representations into their final reports.

*Focus questions:*

- How did we get to this stage of the research?
- How might maps improve the presentations?

### Activity 8 Reconsidering where we have been

Assist students to review the inquiry sequence in which they have:

- identified a topic that explored the responsibilities of governments and citizens
- developed a research question to guide the inquiry
- negotiated core learning outcomes that they believed they would be able to demonstrate in such an inquiry
- located evidence relevant to the inquiry and analysed that evidence
- reflected on the structure of the report, identified additional information they needed and clarified the core learning outcomes they chose to demonstrate
- reconsidered their topic by reflecting on their ideas
- designed, administered and interpreted relevant surveys and used the findings to make adjustments to their draft reports
- identified relevant guest speakers, invited them to speak to the group and adjusted their findings accordingly.

### Activity 9 Adding maps or other features to reports

Students who have completed the waste management study may be able to provide examples of how a map could be used to help communicate an argument. For example, they may have made a map depicting waste management in the school or a local recycling station or refuse dump. The map could include:

- location of the site
- nearest residences
- neighbouring land uses
- council land zones
- landforms (on site and nearby), including waterways
- location of transport routes
- data from the local council and measurements made on a site visit (if this has been possible)
- a cross-section of the substratum of the site, showing the width and depth of the landfills.

Clarify the value of maps in communicating information. Discuss what other features could be added to the reports. Negotiate these additions and allow time for students to complete them.

Students submit their re-drafted reports and all preparation notes. Both the preparation and the final report may be considered when determining whether there is sufficient evidence of demonstrations of the expected learning outcomes.



**Phase 4 Practical implications of the report**

*Core learning outcomes emphasis: as negotiated*

Students consider the implications of their reports for making changes in their communities. They advocate, apply understandings and make practical suggestions.

*Focus questions:*

- What does our report suggest about taking action?
- How can we try to have the suggestions in the reports implemented?

**Activity 10 Action**

Ask students to share their report findings and suggest possible actions — for example, lobbying government ministers, writing letters to the editor of the local newspaper, devising a piece of street theatre to raise awareness of the issues, raising funds to provide aid to overseas countries.

*Assessment* Support students to plan and begin to enact actions. Observation, peer and self-assessment may be used to assess learning outcomes.

**Activity 11 How did we go?**

*Resource 4* Distribute Resource 4 and assist students to reflect on their inquiry.

**Snapshots in time: Who should clean up the mess? Resource 1**

Read the three scenarios below and then discuss the questions that follow.

**Scenario one: The Middle Ages in Europe**

Citizens often threw their garbage out of their windows into the street. There were no governments, as we know them today, to ensure the mess was cleared up. The rubbish would pile up. Disease was believed to be caused by the smell of rotting rubbish (*malaria* translates as *mal – bad/-aria – air*). The rubbish also attracted black rats that spread the bacteria responsible for bubonic plague.

**Scenario two: New York in the 1980s**

Garbage collectors went on strike for several weeks. Many New Yorkers continued to put their garbage out onto the footpaths. As the strike continued, the piles of garbage grew and the smell of rotting rubbish increased.

**Scenario three: No garbage collection**

For some reason, garbage collection in a town or city stops for six weeks.

**Discussion questions:**

**Scenario one:** Why do you think the citizens behaved in the way they did? Are you surprised that they did this? Why?/Why not? What should citizens have done in this situation?

**Scenario two:** Why do you think the New Yorkers piled their garbage up? Are you surprised that they did this? Why?/Why not? What should they have done in this situation? Why?

**Scenario three:** What might be some advantages of this situation? What might be some disadvantages? What might be interesting? A PMI chart has been started below. Make some additions to it.

**Citizens and governments:**

- What should you, as a citizen, do in the situation described in scenario three? Why?
- What should governments do in this situation? Why?

<b>Pluses</b>	<b>Minuses</b>	<b>Interesting</b> Interesting aspects may be pointers towards new ways of looking at a situation rather than just looking at the opposing arguments.
Some people might compost more of their garbage.	Some people will leave piles of garbage that will attract pests and make an unsightly mess and create an unpleasant smell.	People who reuse or recycle might not see the situation as much of an inconvenience. Perhaps someone could start up a small business picking up other people's rubbish.

**Making decisions about shared responsibilities**

**Resource 2**

**Task 1**

A range of responsibilities that are common in the daily lives of many people are listed in the left-hand column of the table below. Tick the appropriate column to show who you think is currently responsible for the action: the government, citizens or both. In the government column identify whether the issue is a local, state and/or Commonwealth government responsibility.

Responsibilities	Who is responsible?		
	Government only	Citizen only	Shared responsibility
1. How parents raise their children			
2. Caring for the Great Barrier Reef			
3. What clothes you wear			
4. What foods you eat			
5. Where you go fishing			
6. Looking after your parents when they are elderly			
7. Personal hygiene			
8. Looking after family pets			
9. Caring for the environment in your own backyard			
10. Caring for the environment in your local area			
11. Assisting homeless people			
12. Other:			

**Task 2**

In groups, discuss your answers. Work together to understand any differences between your answers. Discuss shared responsibilities and conflicts of responsibilities.

**Making decisions about shared responsibilities (cont.)****Resource 2****Task 3**

Consider the following case study which explores a more difficult case of shared responsibilities.

**To what extent should governments protect visitors to national parks?**

**To what extent should citizens accept responsibility for what happens when they visit a national park?**

Over time, it has become common practice for governments to accept responsibility for providing basic services and/or facilities for visitors to many of Australia's national parks — for example, walking trails, shelters, signs and guard rails. Generally, those parks with the largest numbers of visitors are those with the best facilities. Governments also accept responsibility for protecting both the environmental qualities of the park and the visitors.

In return, governments expect and require a degree of responsibility from visitors — for example, they expect them to protect the park and themselves by staying on designated tracks, taking their rubbish home with them and obeying rules about lighting fires.

As the number of people visiting national parks rises, so too do the number of accidents. People are increasingly seeking compensation for damage or injury when they think that someone else's irresponsibility or lack of care has caused the accident. For example, some people have claimed compensation from governments when an accident has occurred in a national park.

Governments are aware of this trend and are making efforts to ensure that visitor accidents are avoided. But their funds are limited. One way they are responding is by placing extra responsibility on the visitors — for example, by charging a visitors' fee to help maintain safety features or by denying visitors access to certain parts of parks. These efforts will prevent some accidents, but others will continue to happen, particularly because national parks are natural environments.

1. (a) Do governments and citizens share responsibility for visitor safety in national parks? Explain.
- (b) Listed below are a set of possible government responsibilities towards visitors to national parks. Decide whether you 'agree' or 'disagree' that this should be a government responsibility or whether you 'need more information' before you can make a decision. Explain your decision.
  - (i) Ensuring overhanging tree limbs won't fall on visitors.
  - (ii) Installing signs advising visitors that water from a creek is not fit for drinking.
  - (iii) Making sure a viewing platform does not have gaps that a toddler could slip through.
  - (iv) Providing basic wheelchair access to park facilities.
  - (v) Installing signs advising against bushwalking in severe weather or in certain dangerous parts of a park.
  - (vi) Installing signs near waterfalls advising against swimming or diving.
  - (vii) Installing signs prohibiting rock-climbing and abseiling on cliffs in national parks.
2. Imagine you are a government minister for national parks. Write a press release explaining your government's opinion on how much responsibility governments and citizens should accept.
3. Imagine you are someone who has been injured by a falling branch or a slippery track in a national park and who wants compensation from the government. Outline your case. How would you counter the arguments that you should have been more careful?
4. Having considered the above, will it affect how you behave or how you view the behaviour of others when you visit national parks? Explain.
5. Look again at the examples in question 1 (b). Which of these, if any, do you find it particularly difficult to apportion responsibility for? Why is that? Do you think you could make a more confident decision on any of these examples if you had more information about the situation? If so, what kind of information might help you make the decision more confidently? Why might this information be useful?
6. Is there anything extra that governments and citizens could do to reduce the likelihood of accidents?

**Analysing survey results**

**Resource 3**

1. Imagine that 30 people responded to a survey and gave the following answers:

	Yes	No	Not sure
(i) Did you know that there was once a railway from Logan Village, through Tamborine Village, to Canungra?	14	9	7

	Useful	Of some use	Useless
(ii) If the line was reopened, do you think it would be 'Useful', 'Of some use' or 'Useless' for the following purposes:			
(a) Tourism for the area?	12	8	10
(b) Transporting local goods?	4	11	15
(c) Transporting people in the local area?	11	9	10

	Yes	No	Not sure
(iii) Would you be prepared to sign a petition to have the line reopened?	18	11	1

	Yes	No	Not sure
(iv) Would you be prepared to do any of the following to have the line reopened?			
(a) Write a letter to the editor of the local newspaper.	8	14	8
(b) Write a letter to a politician.	6	12	12
(c) Attend a meeting.	15	7	8
(d) Donate \$10 to support a campaign.	5	17	8

2. (a) Write four or five statements to sum up in words (without numbers) what the results show.
- (b) Does this survey seem to have been well constructed? Why? Why not?
- (c) Considering the research you have completed so far into your own topic, do these results seem encouraging? Why?
- (d) To ensure some success in translating your ideals about your topic into practice, what do these results suggest your next best steps should be? Explain.
- (e) What **could** you do to make sure that your report recommendations are enacted?
- (f) What **would** you do in real life to make sure that your report recommendations are enacted?
- (g) What **should** you do to make sure that your report recommendations are enacted?

**Self-evaluation****Resource 4**

You have carried out an in-depth investigation of an environmental or social issue in which you considered citizen and government responsibilities.

Negotiate with your teacher how to complete your investigation by responding to the following self-evaluation questions. You may choose to respond in written, spoken or visual formats to demonstrate core learning outcomes.

**Self-evaluation questions**

1. Which core learning outcomes did you demonstrate during your inquiry?
2. How did your work during this inquiry demonstrate these core learning outcomes?
3. How have you benefited personally by working on your inquiry?
4. Which was/were the most difficult area/s of your inquiry? Why?
5. What would you change to improve what you learned or how you learned using inquiry processes?
6. How confident are you about the conclusions you reached? Explain.
7. Have your attitudes, beliefs or values on the issue you investigated changed?
8. Do you feel that you began to work in an increasingly independent way during this inquiry? Explain.
9. Which of the key values of Studies of Society and Environment did you use during your inquiry? Explain what these values mean to you.
10. How has the social investigation strategy been valuable/not valuable in helping you understand your topic, develop independent research skills, form opinions and take action?

## **Support materials and references**

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### **Kit**

Curriculum Corporation 1998, *Discovering Democracy: Middle School Units*, Melbourne.

### **Websites**

(All websites listed were accessed in June 2002.)

Austrade. [www.austrade.gov.au](http://www.austrade.gov.au)

Australian Bureau of Statistics. [www.abs.gov.au](http://www.abs.gov.au)

Great Barrier Reef Marine Park Authority. [www.gbrmpa.gov.au](http://www.gbrmpa.gov.au)

New South Wales National Parks and Wildlife Service. [www.npws.nsw.gov.au/](http://www.npws.nsw.gov.au/)

Queensland School Curriculum Council. [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au)

**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***

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